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Manual for Leaders
PIONEERS

Sweater Emblems

Upper designs—Pioneers

Center designs—Comrades

Buttons

Pioneer—Comrade—Leader

For value of colors, meaning of colored cords, numerals, and full explanation of insignia see second section of Appendix.

MANUAL FOR LEADERS

PIONEERS

A Program of Christian Citizenship Training for Boys Twelve to Fourteen Years of Age

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Young men's Christian association
International committee, Boys
work dept

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FOREWORD

Special attention has been given to make this program as acceptable and as usable as possible by volunteer leaders of boys who desire a Christian citizenship training program, whether in the Young Men's Christian Association, the Sunday school, or elsewhere.

Every suggestion for the still further improvement of it will be welcomed and the largest possible cooperation and partnership are sought, both in the using of the present program and in any further revisions or substitutions that may be desirable from time to time.

It is hoped that a joint commission will be appointed to develop a program of boys' work which will be representative of the best ideals, standards, and methods of the forces which are directly responsible for the religious education of adolescent boys.

ACKNOWLEDGMENTS

This program represents the labors of many men and has taken several years of experiment and study as will be seen by reference to the Historical Statement.

We wish to express our grateful appreciation to the National Council of the Young Men's Christian Association of Canada for the use of material from "Manual for Trail Rangers" and "Manual for Tuxis Boys"; to B. Deane Brink for chapter on "Aquatics"; to George O. Draper for chapter on "Games"; to L. K. Hall and D. C. Drew for chapter on "The Country Boy;" to A. N. Cotton, C. C. Robinson, C. J. Carver, H. I. Baker, C. H. Hagenbuch, and other members of the International Committee staff for chapter material and constant suggestions in the preparation and revision of material; to F. H. Cheley and Eugene C. Foster especially for their constant and untiring attention in connection with the preparation, editing, and production of the volume; to the many men who have attended conferences and at other times given valuable help in the production of the program.

International Committee of
Young Men's Christian Associations
347 Madison Avenue,
New York City.

Edgar M. Robinson,
Secretary, Boys' Work Division.

CHAPTER I

WHY THIS PROGRAM—AND WHAT IT IS

The boy of twelve to fourteen is facing the critical character-building years of life. Certain habits have by this time been acquired, but many have not been firmly fixed. Good habits may yet be acquired, bad ones yet be replaced by good ones; and new habits, of critical character content, are certain to be formed in the years just ahead. Formation here saves the necessity for reformation later.

This boy is marked by well-defined characteristics. His mental growth and his bodily development, his group consciousness, and his spiritual yearnings, are matters of abundant observation and scientific understanding. He will develop, very generally, along lines chosen carefully for him by others, or in a haphazard way according to his own instincts and interests. In which of these two ways he will develop is a matter for careful adult concern.

The Program represents the experience of many skilled workers with boys through decades of work. It is a broad plan of religious education, designed to meet a growing boy's needs in a manner which appeals to his own likings and personal interests.

The average boy gets his training in sections, not usually correlated. At school he is trained mentally, with physical, social, and moral training as by-products. The church ordinarily has been content to train him spiritually—as long as it held him; true, there are by-products here also, and where there has been adequate leadership by those who fully understand the boy, these other training processes have been greatly enriched. Other agencies have functioned in his recreational or spare-time interests. But correlation of these several efforts has usually been missing, except as the somewhat exceptional home furnished it.

If one will stop to think this statement through with reference to each of two or three boys who are best known to him, he will see the significance of the fact stated. The school imposes one

set of duties and appeals to one set of interests, the church to another set, possibly some boy organization to another. The complaint is made frequently that the boy has not time for home duties; or, if these home duties and interests do find a place, frequently they are not related vitally to the other interests mentioned.

All this tends to confusion in the boy's mind and commotion and lack of order in his life. Certainly the agency to set all this in order, and relate each set of interests to the others, is the home. But many well-meaning and thoroughly conscientious parents are at a loss to know how best to do this.

This Program seeks to help the home to coordinate the several parts of the usual, everyday program of a normal boy, and weld them into a balanced character-making whole, supplying the elements that may be missing at any point in his life. It is designed as a first-hand agent of the home at its best.

The first essential necessary to accomplish this end is a goal set for achievement. Such a goal is the balanced or all-round life. Any system of religious education which tends to produce a man with part of his normal powers undeveloped is inadequate. The present Program sets up the standard of a four-square preparation of life. To carry out its purpose, three steps are necessary: (1) To ascertain how the boy stands in relation to his potential development; (2) to hold up, as an incentive, the challenge of a greater achievement; (3) to show him how to reach his newly determined goal. How the Program does this may be more clearly shown in a few paragraphs under the above numerals.

1. What is the boy's present standing? In a brief talk with the *Leader* the boy's present achievements are compared with what might be expected of a boy of his age. How he compares with these standards is shown by a credit system and this is visualized on a simple chart.

The way in which the chart is used to help the boy to find out how he stands may be seen in the following illustrations.

Fig. 1. This boy has given a good deal of attention to his physical development, but has greatly neglected the devotional side of his life and averages only fairly well in the social and mental realm.

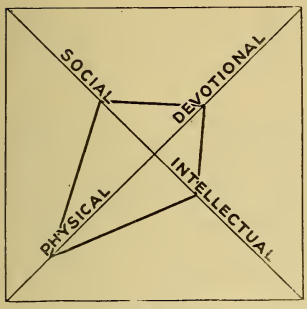


Fig. 1

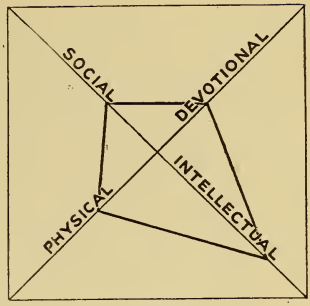


Fig. 2

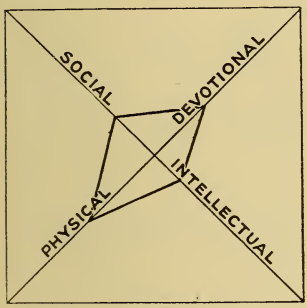


Fig. 3

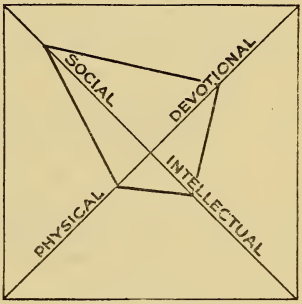


Fig. 4

Fig. 2. This boy is strong on the mental side, but is self-centered and lacking in qualities of service to others; with a fair average physically and mentally.

Fig. 3. Here is a boy who is strong in his devotional development, but below an average boy in other qualities.

Fig. 4. In this case the boy has been developed on the social side of his nature but makes a very poor showing physically and mentally.

The whole question of the first personal interview with a boy is taken up in Chapter IX.

2. How may he be encouraged to desire a higher rating? The fact that he falls below his own standard will be spur enough for many a boy. There are, however, other elements of stimulus.

He is a member of a group of boys; other boys, like himself, have faced this issue; they are eager, as he is, to make a good record. There comes with this the stimulus of the group consciousness, and he is urged on with the rest.

But the personal talk which brings these facts out will determine, in a large measure, the boy's attitude toward going forward. If each step in the study of the standard is held up as a duty, harsh and uninviting, but insistent, he will quickly decide he has had enough of it. If, on the other hand, each step is shown as a possible achievement, hard rather than easy, but with the best elements of sportsmanship in its attainment, the boy will find within himself all the urge that is necessary to get him to "carry on." Hence the next step in the Program.

3. How shall he reach his goal? This is answered by the Program itself, as shown in chapters beginning on page 7. Here are certain requirements, set in graded order of sequence. These requirements are not set forth as burdensome duties, but they are made attractive and interesting. There are many of them, and at times they seem unrelated. Taken together, however, they constitute the system of religious education above referred to; if they are followed with care the tendency will certainly be toward a broadening of the boys' interests, making for the all-round development which stands as the basis of all successful specialization.

These requirements are divided into (1) intellectual, (2) physical, (3) devotional, (4) social or service. A boy cannot arrive at the place he desires in this Program and unduly specialize on one of these phases of development; indeed, he cannot fully succeed if he omits even one. He is challenged, therefore, to all-round boyhood—for his own best life as a boy and as a preparation for wholesome, complete manhood, with later specialization.

Each of the main divisions—intellectual, physical, devotional, service—is subdivided into seven tests. Each of these tests has a required minimum, and a series of electives. Thus, under Intellectual is found the School Test (see page 9). The minimum simply covers the boy's school record, and he can get credits up to 150 for this. But to get more credits, up to the possible 300 he is allowed, he must choose from the electives. All boys in the

group take the minimum requirement; after meeting that, they have certain choices or electives which are open to them.

The requirements of the several tests constitute the material for the group program. Games, practical talks, athletic achievements, Bible study, and life problem discussion, social stunts, service opportunities, all enter into the week-by-week program of activity. Here is abundance of action to suit this boy reveling in motor-energy, and this action is in the direction of his interests. By the slightest touch of the guiding hand of this program, he is encouraged to speed up a little here and there until his life, in its definitely formative stage, tends toward the symmetrical.

For the *Leader* who wishes a particular name for this group, the group name PIONEERS is suggested, and a Declaration of Purpose, for each PIONEER, may read: "As a PIONEER I purpose to be manly in muscle, mind, and morals, as a foundation for Christian living."

In addition, the *Leader* may wish to use a simple statement of purposes and the following are suggested under the title:

THE AIMS OF A PIONEER

1. As a PIONEER I aim to seek health, for the true American Boy seeks to gain and to keep health.
2. As a PIONEER I aim to be self-controlled, for the true American Boy seeks to control himself.
3. As a PIONEER I aim to be self-reliant, for the true American Boy, although he despises self-conceit, never says "can't."
4. As a PIONEER I aim to be absolutely reliable, for the true American Boy is always honest in word and deed.
5. As a PIONEER I aim to play the game clean, for the true American Boy is always fair.
6. As a PIONEER I aim always to do my duty, for the true American Boy is never a shirker.
7. As a PIONEER I aim to be thorough, for the true American Boy does the right thing in the right way.
8. As a PIONEER I aim to play a team game for the true American Boy always works in friendly cooperation with his fellow-workers.
9. As a PIONEER I aim to be always kind, for the true American Boy is always thoughtful of his speech and acts toward others.
10. As a PIONEER I aim to be reverent, for the true American Boy knows there is but one Creator and that He cares for all life.

11. As a PIONEER I aim to be loyal in all my relationships, for the true American Boy is always loyal to the very best he knows.

It should be remembered that the program for this group is but a part of the entire program provided for the boy in the years from twelve to twenty. After this three-year group comes the second group, for the years fifteen, sixteen, and seventeen.

The insignia available for use with this program will be found to be a great incentive to the boy. A boy who is following this Program should be allowed to wear a pin or button indicating that he belongs to the younger group, or PIONEERS.

Felt sweater emblems are available which indicate more clearly the boy's standing within his group. These are explained in detail in the Appendix.

Beyond the regular tests there is a wide range offered in the Service Recognitions. Here a boy may specialize in some particular line of service which appeals to him, and be awarded recognition for the completion of the work he chooses for himself. The Service Recognitions are described on the pages beginning at page 55.

A more thorough discussion of the young adolescent boy and his needs and the principles underlying this program will be found in several special chapters later in this manual. This preliminary chapter seeks merely to introduce the *Leader* to the Program content and to acquaint him with its aims. In fact, every chapter in the material beginning with Chapter VIII is of extreme importance. The *Leader* who will read this material carefully and get all possible help from it, will usually save himself a great deal of time and energy in dealing with his group and will make possible a larger success as the result of his effort.

Note

The first step when a boy takes up the program will probably be the charting interview, or personal talk, with the Leader. This is described in detail in Chapter IX, page 72.

CHAPTER II

THE SIGNIFICANCE AND EXPLANATION OF THE INTELLECTUAL TRAINING PROGRAM

"Jesus advanced in wisdom"—Luke 2:52.
"Thou shalt love the Lord thy God with all thy mind"—Luke 10:27.
"The fear of Jehovah is the beginning of wisdom"—Prov. 9:10.
"Ye shall know the truth and the truth shall make you free"—John 8:32.

Among all the virtues the ancients put Wisdom first. Wisdom for them was that quality of enlightenment that controlled and guided the whole life. Care must be taken not to confuse wisdom with knowledge. Though closely related, they differ. Knowledge is the basis of wisdom, the raw material which wisdom utilizes in adjusting the individual to the various situations in the life of the world in which he finds himself. Knowledge is chiefly intellectual; wisdom draws upon all the endowments of man—intellectual, emotional, volitional. Knowledge comes first, and relatively early; wisdom tarries, coming only with the years. "Knowledge comes, but wisdom lingers," is the old proverb. Moreover, like character, it is a matter of "storm and stress"—knowledge can be imparted, while wisdom must be acquired.

Mind—the instrument of Wisdom—is, therefore, among the foremost possessions of man. It is capable of wonderful development, and the time for this development is largely in the years of boyhood and youth. Through a developed mind we come to know better ourselves, our fellows, God's truth, and the meaning and purpose of Life. It makes for self-control, confidence, and power; it directs the training of the body; it gives intelligence to moral and social conduct; it exalts and strengthens faith; it makes a necessary contribution to the attainment of all-round manhood. The *Leader*, therefore, should encourage every boy by means of his school, reading, public speaking, and in many other ways so to improve his mind that he will be able to think clearly, judge wisely, and act correctly in all the experiences of life.

No fair student of the New Testament can fail to note the intellectuality of Jesus. He was broad-minded in every sense of the term. The range of his knowledge was great, the quality of it very rare. There was a certain remarkable universality about His grasp of truth and a penetrating keenness about His understanding, that made it possible for Him to see clearly in the most perplexing situations and to judge rightly in the face of the crucial test questions set for Him by the shrewdest scribes and lawyers of His day. His replies in debate were like rapier thrusts. He so disarmed his antagonists that finally "neither durst any man from that day forth ask Him any more questions" seeking to entrap Him.

Jesus recognized the place of the mind or intellect also in His teaching. Perhaps the outstanding thing about His recognition is the spiritual quality of the knowledge He desires men to have. "Ye shall know the truth, and the truth shall make you free." "Truth," according to Jesus, is clearly the ideal for the mind for which men should strive, just as for the ancients it was "wisdom." There is no premium placed on ignorance, but rather the greatest emphasis on knowledge. "This is life eternal, that they might know thee the only true God, and Jesus Christ, whom thou hast sent." "Unto you it is given to know the mysteries of the kingdom of heaven." This kind of knowledge comes only through experience. Hence only the spiritual man can really get the fundamental truth. "The fear of the Lord is the beginning of wisdom." To be spiritual, therefore, on the intellectual side is to conform to God's laws for the mind. It is but "thinking God's thoughts after Him" and thus attaining truth, the ideal of all right thinking; for all knowledge is ultimately knowledge of God. The intellectual life has a spiritual significance; it, too, is God's.

Note

Care should be taken by the Leader to grant full credits to Boy Scouts and the boys of similar organizations for intellectual work of corresponding nature already done by the boy, whether in regular activity or on Merit Badges, provided such work was taken under a registered or competent leadership and within a reasonable period.

I. SCHOOL

In any all-round scheme of development the mental needs must be fully recognized.

Mental growth as represented by school life and activity is not always popular with the growing boy. Where the fault lies is not here a matter of discussion; the degree of school attainment is at present the one measure by which we can trace quickly the boy's mental advance, and we must use this until we get one that is better. School and college represent, also, so much specific preparation for life, and we need to urge this preparation. Hence, continued attendance and a right attitude toward educational courses are exceedingly important.

The principle which should guide the *Leader* in all his contact with boys is to keep them mentally awake, eager, progressive; to arouse a thirst for mental accomplishment and equipment which will not be easily satisfied. He should also be constantly on the alert for the boy who thinks he must quit school soon and go to work. A personal interview at this point very often saves a boy for more schooling.

The *Leader* should try to discover opportunities for his group to combine their efforts in rendering service of this type to other groups. A group might well undertake to coach some unfortunate boy by each member of the group undertaking the responsibility for one subject. Many outlets for group service will suggest themselves if the subject is brought to the attention of the group.

SCHOOL.....Total Credits—300

REQUIRED TEST—Maximum of Credits—150

Normal attendance at school (one grade a year)—10 credits.
Effort—30 for fair, 50 for good, 70 for excellent.
Scholarship—30 for fair, 50 for good, 70 for excellent.

ELECTIVE TESTS—30 credits each

1. Participate in school athletic activities.
2. " " " dramatic activities.
3. " " " oratorical and debating activities.
4. " " " literary activities, orchestra, or choir.
5. " " " organized welfare activities.

6. Attend an educational talk or discussion or read a book on:
   a. The Real Value of an Education (first year).
   b. The Value of a High School Education to the Boy Who Expects to Live on a Farm, or equivalent (second year).
   c. How Can an Education Make Any Man a Better Citizen? (third year).

II. HEALTH EDUCATION

Normal health is the foundation of all life. No boy can be really educated who does not appreciate this fact. To build and keep health a boy must know the laws of health. Health habits will largely come as the result of health education. Boys can be taught to live a normal, intelligent, physical life as well as be taught the multiplication table or how to spell. The pity of it is that the vast majority of them are not so educated. Many a lad has a very much clearer conception of a gas engine than he has of his own body. Because he understands the engine, he is not willing to abuse it. He would not think of putting dish water in the gasoline tank of his engine or of running on a dry radiator. He knows that to do so would result in ruining the efficiency of the machine. Too often when it comes to his own human machine he just lets it run. Health education is fundamental to every growing boy.

A right conception of sex problems tones up one's whole thought-life and gives life a glow and wholesomeness which is contagious. Sex education is a normal part of health education. The *Leader* should read to the entire group the recommended books on sex education, one for each grade, or at least the essential parts. Try to cover each volume in two sessions. Answer questions frankly, but avoid discussions which are likely to become morbid.

It is highly preferable that the reading should be before the entire group, rather than be done by individuals. Among the many reasons that are apparent for this, perhaps the most important is the creating of a group consciousness of purity of thought and wholesomeness in sex matters.

The *Leader* should remember that sex information is not sex education, but only the first step toward it. Where sex talks are given to groups of boys, only tried and experienced men should be used. The average doctor may not be desirable because, unless coached beforehand, he will present the matter from the abnormal side and illustrate from his experience. No boy can long be frightened out of sex temptation. The worse that conditions are painted, the more curious he is to "see for himself." A wholesome business man with a family is more desirable and can, by reading and study, quickly acquire the necessary information. The whole matter of sex education should be treated from the normal side by "do's" instead of "don'ts," and related to all other regular, normal, bodily functions. Beware of the sex crank. He is dangerous. A *Leader* should avoid developing into this type.

HEALTH EDUCATION ..... Total Credits—200

REQUIRED TESTS—Maximum of Credits—100
Read Chapter on Health Education—50
Talk with parent or authorized substitute on Life's Origin—50.

ELECTIVE TESTS—25 credits each up to 100

1. Name and explain five fundamental laws of health.
2. Name five vital functions of the body and describe the process of each.
3. Investigate and write or tell in 200 words how your city disposes of its garbage (first year).
4. Draw a diagram showing how the house-fly carries disease (second year).
5. Investigate and write or tell in 200 words the process of pasteurizing milk (third year).
6. Attend two group meetings each year at which one of the following books is read aloud: 25 credits each.

"Developing into Manhood"
Winfield S. Hall (first year).
"Truths".....E. B. Lowrey (first year).
"Life's Beginnings".....Winfield S. Hall (second year)
"Chums".....Winfield S. Hall (second year).

"From Youth into Manhood"
Winfield S. Hall (third year).
"Confidential Talks with Young Men"
L. B. Sperry (third year).
"Keeping in Condition"....H. H. Moore (third year).

7. Attend an educational talk or discussion, or read a book on:
How to Build a Strong Body (first year).
How to Eat, When to Eat, and What to Eat (second year).
How We Grow (third year).

III. SPEAKING AND HOME READING

Confidence and self-control are acquired by practice in speaking, reciting, telling stories, and debating before others. All selections must be given before a group of at least four persons and must be executed in a creditable manner, the topics for speeches and debates to be selected by the boys in consultation with their *Leader*. Cooperative efforts should be encouraged through conducting some of the tests as oratorical contests and debates with other groups. One group might entertain another group at a banquet, where everyone present would either have to propose or respond to a toast. The *Leaders* might allow these speeches to count as tests.

Recognizing the character-building value of books, personal interest should be taken in each boy's home reading. A night spent on good books, during which the *Leader*, the boys themselves, or someone else, read selections or short reviews, would greatly encourage the boys to read books of high standard. They should, moreover, be influenced to begin to build up a library of their own, as well as to use any existing library. It will help to develop the spirit of cooperation if the group establishes a little group library in the place where the club holds its regular mid-week meetings.

Satisfactory evidence of having carefully read the required book must be given to the *Leader*. Use freely the material in Chapter XVI, "Selected Books for Younger Boys." This is a composite of the best lists made up by leading public librarians of the country and can be counted upon absolutely. Books,

when well chosen, are a *Leader's* best ally. They teach the boy high ideals, honesty and fair play, give him a true perspective and a constructive philosophy of life, and give him the ability to think straight and draw honest, logical conclusions, beside giving him a desirable taste of many kinds of learning and science. Books are condensed personality—use them freely.

SPEAKING AND HOME READING... Total Credits—100

REQUIRED TESTS—Maximum of Credits—50

Make a three-minute speech on an assigned topic.

Read one book each year from each main head of the selected list in Chapter XVI this manual.

ELECTIVE TESTS—25 credits each up to 50

1. Read regularly one first-class boys' magazine: such as, *Boy Life*, *American Boy*, *Youth's Companion*, *St. Nicholas*, or others.

2. For a period of three months, read all that you can find in newspapers and magazines, along any specialized lines—such as, stock-raising, ship-building, wireless, aviation, corn-growing —and make a scrapbook or file of the interesting material, finally exhibiting it to your group.

3. Recite an acceptable poem or prose selection of at least one hundred words.

4. Compete in debate or oratorical or declamation contest in your own group, or in group competition.

IV. NATURE INTERESTS

In the last fifty years our population has become more and more urban. With this change from the open country to the town and village, many boys are losing, very largely, their first-hand intimate contact with nature and the big out-of-doors. At any rate, the average boy is woefully ignorant of birds, trees, flowers, and insects. The public schools have given a smattering of biology, it is true, but too often it is taught from a decidedly scientific angle and because of long names and classifications loses vital interest to the average boy. On the other hand, a very keen interest can be aroused in most boys for practical

nature information, especially when such information can be directly related to life.

Civilization has progressed in exact proportion as man has subjugated nature. Every bird, insect, and growing plant has an economic aspect and boys should be stimulated to grasp such facts and relate them to life.

Nature interests also have a very significant importance in deciding whether a boy will be an "indoors" or an "outdoors" boy. The most lonesome place in the world for a stranger is in a big crowd, because he knows no one. The average boy does not care for nature intently because he "knows no one." The trees, flowers, birds, insects, and animals are all strangers to him, and he is lost. Someone has said that if you can plant deep in a growing boy a real nature love, you have given him one of the best moral governors known. Walt Whitman says: "I know the secret of great lives now—to live in the open and associate with green growing things." G. Stanley Hall declares that the ideal life for a boy is not in the city, for he should know of animals, rivers, plants, and the great out-of-doors that builds for him the real foundation of later life.

Our Master was a student of practical nature study. He knew the birds and flowers, the vines and the trees, and from them drew His most striking lessons. A *Leader* can have no better hobby than nature—or a boy, either.

NATURE INTERESTS.....Total Credits—100

REQUIRED TEST—Maximum of Credits—50

Collect thirty nature specimens from water, woods, and fields and name each correctly, telling briefly about each. (A written report with specimens may be accepted if desired.)

ELECTIVE TESTS—25 credits each

1. Attend an educational talk, discussion, or read a book on:
   God's Great Out-of-Doors (first year).
   The History of Fire and How to Make Fire with Rubbing Sticks (second year).
   Our Forests and Their Protection (third year).
2. Read any standard nature book.
3. Write or tell in some 200 words about some specific nature observations of your own.

V. HANDICRAFT

Boys should be inspired to an appreciation of the fact that in the making of useful and ornamental articles, they are co-operating with the Creator of all things. By such work they develop initiative, resourcefulness, perseverance, accuracy, honesty, and many other splendid qualities. An evening should be given to the discussion of the character-building value of handwork, during which every boy should agree to make at home some article of his own choosing, and present the same for examination on the night set apart for the Test. This article might later be used to decorate the boy's home or his clubroom, or it might be sold and the proceeds devoted to some worthy object. The spirit of team play may be developed by having the group combine their efforts in fitting up a club room, erecting a log cabin for the summer camp, or building a boat.

Credit for this may be given on certification of the teacher of a school where manual work is taught; or a merit badge in Craftsmanship in the Boy Scouts will be acknowledged for full credit.

Note

The following is a suggested list of the articles that might be made in connection with the assigned work of the several grades:

Wood-Working: Small table, chair, footstool. writing-desk, screen, doll-house, bird-house, tabouret.

Wood-Carving: Designs on book ends or on tray, bellows, chest, screen, clock-case, letter-opener, box, or tote pole.

Cement: Window-box, garden jar, garden seat, sundial, hitching post, flower-pot, pedestal.

Pottery: Base, bowl, ornamental tile.

Basketry: Reed or raffia basket or tray, cane seat for stool, rush seat for chair, cane chair.

Leather Work: Mat, blotter pad corners, bill-fold, magazine covers, belt.

Metal: Desk set, candlestick, box, ink well, candle shade, stationery holder, watch fob, escutcheon plate, hinges, tray, bowl, spoon.

HANDICRAFT..... .....Total Credits—100

REQUIRED TEST—Maximum of Credits—50

Have the boy have access to at least eight different wood-working or mechanical tools, give evidence that he understands the care and use of each and that he has done a total of two hours' work at home or for his neighbor that could properly be termed handicraft.

ELECTIVE TESTS—25 credits each up to 50

1. Read each year one of the "What to Do" books listed on page 232.
2. Read regularly an applied mechanics magazine: such as, *Popular Mechanics*, *Popular Electricity*, *Motor Field*.
3. Enrol in a manual training or arts and crafts class for a three months' period.
4. Attend a practical talk or a discussion, or read a book on:
   The Evolution of Tools from Primitive to Modern Times (first year).
   From the Apprentice System to the Age of Machinery (second year).
   The Effects of Machinery on the World (third year).
5. Construction—10 credits each
   Manual Training.
   A towel roller, broom holder, toothbrush rack, rolling pin, milk stool, woodbox, tie-rack, or equivalent.
   Bird Houses.
   Construct and erect a bird house for a specific type of bird. (Double credit if nest is secured.)
   Kites.
   Build and fly successfully any given type of kite.

VI. OBSERVATION AND COLLECTION

While it may be true that interest in collections and the other subjects here included is not equally developed in all boys, the educational value of observation, in whatever form it is acquired, is very great. Hence it is well worth while to stimulate the powers of observation. Most boys never see half of what happens right before their very eyes and, furthermore, do not early form the habit of classifying and mentally labeling for future use what they do see.

It is very desirable to stimulate in every way possible habitual, automatic, mental classification of observations of every sort and kind. Collecting, sorting, investigating, and finally labeling objects of different kinds greatly stimulate this thing. For instance, the boy who learns to classify at a glance thousands and thousands of different postage stamps, telling one from the other by the slightest difference in color or detail of engraving, is getting valuable training in observation and classification. Besides this, he is acquiring in a very practical way some of the fundamental laws of logic by which to guide all his thought and conduct. The same might be said of boys collecting and pressing flowers, observing leaves, bark, and stem of trees, and the like.

OBSERVATION AND COLLECTION...Total Credits—100

REQUIRED TEST—Maximum of Credits—50

Make a collection of one of the following and offer it for inspection at a regular meeting of the group: Coins, stamps, minerals, noxious weeds, leaves of shade and forest trees, crops of your section, pressed and mounted wild flowers, grains, clovers, grasses and forage plants; relics, such as arrowheads or Indian implements; samples of wood, showing bark, grain, and cross grain; kodak pictures taken and finished by yourself; insects, b··tterflies, and moths.

The collection must contain at least twenty-five specimens neatly labeled.

ELECTIVE TESTS—25 credits each up to 50

1. Name and locate accurately ten office or public buildings in your city or county.

2. Name ten consecutive streets in your city correctly, other than numbered or lettered streets.

3. Place twenty-five small articles on a table, cover them with a cloth, uncover them for one minute while the boy observes them, then cover and have him write a list of the articles.

4. Pass three shop windows, stopping half a minute to observe the articles in each window, then write what you saw.

5. Go into an absolutely strange room, remain one-half minute, and then write a list of observed articles.

6. Take two checker-boards, the *Leader* using one board, the boy the other. Let the *Leader* place five checkers in any design he wishes; allow the boy to observe it ten seconds, cover the checkers, and allow the boy to reproduce the design on his own board. Repeat five times. (Paper and pencil may be used if boards are not handy.)

7. Take the boys to the top of a hill in the open country. Let them observe the landscape for five minutes; on coming down locate on a sheet of paper the houses, barns, woods, water courses, and other prominent features.

VII. EDUCATIONAL TALKS AND TRIPS

The value of educational lectures of the right type in any community is very great. The *Leader* of a group of boys should watch for the announcement of such lectures and endeavor to have his boys attend in a body. In the interest of community life, the group of boys might well make themselves responsible for putting on a course of such lectures, securing as lecturers local or near-by men who will cooperate and keep the cost down to a nominal admission fee. Local history, local geology, or animal and bird life, illustrated talks on art, descriptions of great manufacturing processes, and other subjects are open for choice. In many lines, moving picture films may be secured. Write Industrial Department, International Committee, Young Men's Christian Association, 347 Madison Avenue, New York City, for circular on industrial and educational films, where and how to get them; or communicate with the educational department of any national film exchange.

Each year calls for an educational trip of a different type from those previously taken. This will give the boy an opportunity to get an insight into various lines of modern production and may aid him in his choice of life-work. For convenience, the following types are suggested; the order in which they are visited may be arranged at the convenience of the local *Leader*, or other types may be substituted; these are merely suggestive:

A modern city water works with filtration or clarifying system; or a modern city central fire alarm and police telegraph system.

A modern newspaper plant, including process of making illustrations.

A modern educational institution.

A modern institution for religious education.

A modern dairy farm, especially noting the processes of pasteurizing or otherwise treating the milk.

A modern poultry farm, observing the handling of eggs and dressing of poultry.

The home of a great artist, scientist, or musician.

A mechanical plant for the output of automobiles, or special machinery, such as farm implements; including the foundry.

A manufacturing plant involving varied chemical processes, or a paper manufacturing plant; or a modern general printing plant.

A food manufacturing plant.

A garment manufacturing plant.

Any specialty producing plant, such as a plant which constitutes the chief industry of your locality.

EDUCATIONAL TALKS AND TRIPS..Total Credits—100

REQUIRED TEST—Maximum of Credits—50

Report briefly, verbally or in writing, the last educational talk you heard or trip you took.

ELECTIVE TESTS—25 credits each up to 50

1. Attend an educational talk, or discussion, or read a book on:

   Early History of Your Locality (first year).
   Wireless (second year).
   Aviation, or other mechanical process (third year).

2. Attend a practical talk by some one qualified to speak on exploration, invention, travel, science, being a soldier, and give a brief review of the talk.

3. Make one trip a year to some sort of manufacturing plant and write 150 words describing the product and how it is made.

4. Travel at least 100 miles and spend one night away from home.

5. Drive auto, motor cycle, or motor boat twenty miles on any one trip, making all necessary tire changes, and at least temporary repairs.

CHAPTER III

THE SIGNIFICANCE AND EXPLANATION OF THE PHYSICAL TRAINING PROGRAM

"Jesus advanced . . . in stature"—Luke 2:52.

"Thou shalt love the Lord, thy God . . . with all thy strength"—Luke 10:27.

"Know ye not that your body is a temple of the Holy Spirit? . . . Glorify God therefore in your body"—1 Cor. 6:19, 20.

"I beseech you therefore . . . to present your bodies a living sacrifice"—Rom. 12:1.

The basis of all development is physical. The muscles are the instruments of the intellect, the feelings, and the will. Ninety-five per cent of all interests find physical expression. Seventy-five per cent of boy gangs are organized for physical activity. Self-control depends upon the proper interaction of nerves and muscles. Adolescence is the age of nerve and muscle education. Flabby-muscled boys become men who only talk. Well-developed boys become men who will say and act and produce results. A strong, healthy body inhibits wrong tendencies. A physical weakling is apt to be selfish. Physical training should, therefore, be encouraged, not alone for the sake of the body, but for the sake of the soul. We must have regard for the body because it is the instrument of the soul.

The ideal for the body is, therefore, the ideal of health, and health can be attained only by conformity to God's laws for the body—"Jesus advanced in stature." He was well physically. Of Him it could be said truthfully, "A sound mind in a sound body." He radiated health. He had great endurance. Much of His life was spent in the open. He walked long distances. He worked with His hands at the carpenter's bench. Yet He conserved His strength by taking proper rest ("Come ye apart and rest awhile") and sleep ("He was asleep in the boat"). He avoided the extremes both of athleticism—giving the body undue attention as an end in itself—and of asceticism—neglecting the body—two

common ideals; but rather exemplified the ideal of health, or fully developed manhood on the physical side.

He also recognized the place of the body in His work and teaching. He cared for it, healed it, cured it of its diseases, relieved its sufferings, and provided for its needs, as in feeding the multitude, and in other ways. In His teaching, too, He gave it its proper place, recognizing its functions and needs in food and clothing. "The body," He pointed out, "is more than the meat," but on the other hand, "the life is more than the body." The physical is important, therefore, because of its spiritual relationship. The spiritual life is not limited to one part of the man, but is the whole of man on all sides of his nature in relation to God. "Thou shalt love the Lord, thy God, with all thy strength," that is, with all thy physical powers. "The glory of young men is their strength." "Jesus advanced in . . . stature," that is, physically. In the light of this it is not hard to see how Paul could say, "Know ye not that your body is a temple of the Holy Spirit? Glorify God, therefore, in your body," and "Present your bodies a living sacrifice, holy, acceptable unto God, which is your spiritual service." To be spiritual, therefore, on the physical side is to conform to God's laws for the body; the physical life has a spiritual significance—it, too, is God's.

The following tests in "Health Habits," that is, seeking to know and obey God's laws for the body; "Campcraft," that is, learning to live in the great out-of-doors with the God of the open air; and the various games and athletic exercises, are intended as a help to men and boys to attain the Christian ideal for their physical life.

Note

Care should be taken by the Leader to grant full credits to Boy Scouts, and boys of similar organizations, for physical work of corresponding nature already done by the boy, whether in regular activity or on Merit Badges, provided such work was taken under a registered or competent leadership and within a reasonable period.

I. HEALTH HABITS

The normal boy needs little stimulus on the part of a *Leader* to get him to undertake some form of athletic program. But there are many who are not quite normal who need some stimu-

lating influence; and all need guidance. To play a game may be a natural impulse; to train one's self to play where elements of sacrifice enter in may not come so easily. Then, too, to achieve athletically is one thing; to achieve athletically with a full understanding of the basic principles involved is another. Therefore we have the broad principles of health education, with not only conduct, but with the intelligence that makes conduct appear the vital thing it is for life and character.

HEALTH HABITS.....Total Credits—150

REQUIRED TEST—Maximum of Credits—90

Make at least six of the following daily habits of life:

1. **Fixed hour for rising and retiring, allowing nine hours sleep with windows open.**
2. **Drinking one glass of water on arising.**
3. **Cleansing the teeth.**
4. **Regular exercise.**
5. **Bath twice a week.**
6. **Daily bowel movement at regular hour.**
7. **Evidence of care in personal appearance.**
8. **Temperance in sweets, sodas, ice cream, etc.**

Grade for posture and cleanliness, as follows:

Excellent—30 credits.
Good—20 credits.
Fair—10 credits.

ELECTIVE TESTS—20 credits each up to 60

1. Attend an educational talk or discussion, or read a book on:

The Value of Good Habits (first year).
Authoritative Physical Effects of Tobacco (second year).
Some Modern Facts about Alcoholic Drinks (third year).

2. Sign the following agreement each year—(20 credits each year):

"I will endeavor to live out the principles of clean speech, clean sports, and clean habits for at least one year."

II. CAMPCRAFT

Life in the open is not only one of the most valuable factors in securing health and physical vigor, but, when boys are in "God's out-of-doors" with congenial companions, they are very sus-

ceptible to spiritual influences. A week or ten days with his little group of boys "at camp" will give the earnest *Leader* the finest opportunity to get at the very heart of the boys and inspire them to higher ideals of life and conduct. The *Leader*, who should be ever anxious to develop the spirit of cooperation and unselfishness in his boys, will find plenty of opportunity in camp and on the outings.

Campcraft is in the minds of many *Leaders* so closely associated with Nature Interests and Nature Study that some have wondered why one should be under the Intellectual Training and the other under the Physical. The only reason is that the content of the tests offered throughout the Program under Nature Interests is largely one of the mental sort, while those offered under Campcraft have to do more largely with physical exertion —play, games, swimming, hiking, and the like. It is almost impossible to draw a hard and fast line between the two, yet the *Leader* will readily understand the difference by carefully comparing the activities and tests offered under each.

Read the best available material on Camps and Camping. See page 260; also see Chapter XI, page 160, "Pioneers' Handbook."

CAMPCRAFT.....Total Credits—100

REQUIRED TEST—Maximum of Credits—50

Take at least one six-mile hike into the open country, build suitable fire, and cook acceptably meat, potatoes, and cocoa.

ELECTIVE TESTS—25 credits each up to 50

1. Attend an educational talk or discussion, or read a book on:

   How and What to Eat on Hikes (first year).
   Practical Campcraft for Boys (second year).
   Things to Remember in Choosing a Camp Site, or The Benefits of Camping (third year).

2. Sleep in the open air, on sleeping-porch, or under canvas, at least three nights in a given season.

3. Demonstrate how to build a cooking fire, a smudge fire, an all-night fire, and tell the best sorts of wood obtainable for each in your section.

4. Demonstrate fire building with fire drill or rubbing sticks.

5. Describe three poisonous snakes of the United States and give range of each.

6. Tie, name, and give the common use for ten standard knots.

7. Build, or describe with sketches, a sanitary camp latrine and explain two ways of disposing of garbage.

8. Build a shelter, shack, or shanty to protect at least three persons from the weather.

III. TEAM GAMES

The altruistic or "help-the-other-fellow" spirit is strongly developed through team play. As a boy plays, so will he live. Play is God's way of teaching him how to live with others. While even unsupervised play may develop many splendid qualities, it is only when a boy's play is guided by a Christian young man who encourages honesty and uprightness that it becomes one of the greatest of all agencies for character development. Any *Leader* of boys has here a great opportunity to inculcate, through team games, the principles of self-control, initiative, perseverance, courage, endurance, unselfishness, and cooperation. Teams should be made up of the members of the group and care should be taken to have every member in the game.

The recreational value of play is well worth considering also—play for play's sake; the relaxing, healthful, and enjoyable reaction that comes to every boy who really knows how to play. Richard Cabot says, "Play has a soul of its own; even Jesus played in the streets of His native town."

The spirit of fair play should dominate all team games. Loyalty is the keystone of moral development and the boy who cannot be taught loyalty to his team will probably never be loyal to his community, his state, his nation, or his God.

Team games teach loyalty as do almost no other activity.

TEAM GAMES.....Total Credits—150

REQUIRED TEST—Maximum of Credits—75

Show reasonable proficiency in at least two team games, such as baseball, football, soccer, volley ball, hockey, and participate

at least eight times in team games, showing self-control, gentlemanly conduct, and good spirit.

ELECTIVE TESTS—25 credits each up to 75

1. Write or tell in 200 words about What I Get Out of Team Games.

2. Write or tell in 200 words about How to Keep Physically Fit.

3. Belong to an athletic team competing for a city or county championship.

4. Give evidence that you have studied at least one of the latest official guides, on either
Baseball, Basket Ball, Volley Ball, or Football.

IV. GROUP GAMES

Group and mass games have much the same value as team games. They differ from them, however, in that they are occasional, unscheduled, spontaneous, not played by standing teams, and may be participated in by any number of players. In order to stimulate cooperation and team work, these games should be played in competition with other groups. The spirit of altruism may find expression through having the group teach these games to others.

GROUP GAMES.....Total Credits—150

REQUIRED TEST—Maximum of Credits—90
Know and play at least ten different group games. (See Chapter XV, this Manual.)

ELECTIVE TESTS—30 credits each up to 60

1. Be able to teach at least six group games to boys.

2. Acceptably conduct an evening of group or mass games for your group or some other, using at least eight games.

3. Bring two acceptable new games not already used by your group, and teach them how to play them.

4. Read the whole of Chapter XV on Group Games.

V. AQUATICS

Every boy should learn to swim. Even though it may be very inconvenient because of lack of water privileges, it is well worth while for boys periodically to go long distances to learn this great art. Knowledge of swimming not only gives one poise and a quiet personal assurance in times of danger, but also offers opportunities—rare it may be, but full of challenge—to put this courage and heroism to the supreme test of rescuing others. It is beyond doubt one of the most essential qualities in a boy's full physical development. Not only should the boys who can swim become responsible for teaching those in the group who cannot swim, but as a group they should discuss their obligation to other groups of boys and unite in an effort to promote this cause. If when the test is made, one group will challenge another for competition on the basis of the highest percentage of points, it will stimulate every boy to take part and to do his best for the sake of the group.

An alternate for boys who absolutely have no opportunity to learn to swim because of no water may be arranged. Under no circumstances should the *Leader* allow the use of this alternate, if a suitable swimming place can be arranged for within reasonable distance. Nothing can possibly be substituted satisfactorily in a boy's life for swimming; the alternative is only offered to save unfortunate boys from falling too far short physically.

AQUATICS.....Total Credits—150

REQUIRED TESTS—Maximum of Credits—50

Be able to dive into the water and swim at least fifteen yards.

Demonstrate at least three methods of rescue and release as given on page 155ff.

ELECTIVE TESTS—20 credits each up to 100

1. Swim on the back 15 yards.
2. Scull on back (using hands only).
3. Tread water half a minute.
4. Swim 40 yards.
5. Plunge for distance of 20 feet.

Dive from surface and bring up object from bottom in reasonable depth.

6. Teach one boy to swim 10 yards.

7. Demonstrate three methods of rescue and release in the water.

8. Demonstrate Schafer method of resuscitation.

9. Tow person of rescuer's own weight 20 feet.

10. Swim 100 yards using crawl, breast, back, and side overarm stroke.

VI. ATHLETICS

The character-building influence of wisely conducted athletics is far-reaching. Athletic events are thoroughly democratic. They teach self-control and tend to keep one calm when others are excited and alarmed. They help to establish habits of temperance and develop honor, sincerity, honest effort, skill, endurance, courage, perseverance, self-reliance, and other clean-cut, manly attributes and ideals.

"Moderation in all things" is a very good rule. It applies especially well to athletics. Some boys are very apt to overdo. The wise *Leader* will see to it that all of his boys participate in an all-round program rather than specialize on any one or two events.

Basis of Grading for Athletic Events

The weight classification has been chosen because it is the most simple, conforms to existing efficiency tests, and is most practical for the *Leader*. The following is the weight classification:

Class I.	60 to 80 lbs. inclusive	80 lb. class.
Class II.	81 to 95 lbs. inclusive	95 lb. class.
Class III.	96 to 110 lbs. inclusive	110 lb. class.
Class IV.	111 to 125 lbs. inclusive	125 lb. class.
Class V.	18 years and under Weight unlimited	unlimited class.

In rare instances there are boys who are handicapped by a straight weight classification, for instance, a boy twelve years old weighing 120 lbs. would be outclassed in the 125 lb. class.

There are a few boys who are given an undue advantage. A boy seventeen years old weighing 100 lbs. would outclass any boy of fourteen or fifteen in the 110 lb. class. In competition with other groups, the straight weight classification should be followed, but in competition within the group the *Leader*, with the consent of the group, could make exceptions of these boys and grade them according to the following averages and classifications.

A summary of study of the average weight of 67,987 boys in the United States gives the following results for the varying ages:

12 years— 69.8 lbs.
13 years— 75.2 lbs.
14 years— 82.3 lbs.
15 years— 91.4 lbs.
16 years—111.9 lbs.

These averages, applied, result in the following age and weight classification which may be used:

Class I.	Boys 12 years, irrespective of weight.
	Boys 13 years, under 81 lbs.
Class II.	Boys 13 years, 81 lbs. and over.
	Boys 14 and 15 years, under 96 lbs.
Class III.	Boys 14 and 15 years, 96 lbs. and over.
	Boys 16 and 17 years, under 111 lbs.
Class IV.	Boys 16 and 17 years, 111 lbs. and over.
Class V.	Boys 18 years, irrespective of weight.

ATHLETICS.....Total Credits—200

Athletic Events Summary

Each event counts a maximum of 20 points
Total, 10 events, 200 points

Class I	*Class II*
60 to 80 lbs. inclusive	81 to 95 lbs. inclusive
80 lbs. Class	95 lb. Class
1. One Lap Potato Race	1. One Lap Potato Race
* 2. Three Lap Potato Race	* 2. Four Lap Potato Race
3. 50 Yard Dash	3. 75 Yard Dash
* 4. 75 Yard Dash	* 4. 100 Yard Dash
5. Standing Broad Jump	5. Standing Broad Jump
* 6. Pull Up—Four Times	* 6. Pull Up—Five Times
* 7. Running High Jump	* 7. Running High Jump
8. Running Broad Jump	8. Running Broad Jump

* 9. One Day Hike
Eight Miles
* 10. Century Hike
100 Miles in a Year
11. Baseball Throw

* 9. One Day Hike
Ten Miles
* 10. Century Hike
100 Miles in a Year
11. Baseball Throw

The six starred events are required. Participants may pick four of the remaining five to make ten events.

Class III

96 to 110 lbs. inclusive
110 lb. Class

1. Two Lap Potato Race
* 2. Five Lap Potato Race
3. 75 Yard Dash
* 4. 100 Yard Dash
5. Standing Broad Jump
* 6. Pull Up—Six Times
* 7. Running High Jump
8. Running Broad Jump
* 9. One Day Hike—
Twelve Miles
* 10. Century Hike
100 Miles in 6 Mos.
11. Baseball Throw for
Distance
12. Shot Put

Class IV

111 to 125 lbs. inclusive
125 lb. Class

1. Two Lap Potato Race
* 2. Six Lap Potato Race
3. 100 Yard Dash
* 4. 220 Yard Dash
5. Standing Broad Jump
* 6. Pull Up—Seven Times
* 7. Running High Jump
8. Running Broad Jump
* 9. One Day Hike—
Fourteen Miles
* 10. Century Hike
100 Miles in 6 Mos.
11. Baseball Throw for
Distance
12. Shot Put

Class V

Weight unlimited
18 years and under
Unlimited Class

1. Three Lap Potato Race
* 2. Eight Lap Potato Race
3. 100 Yard Dash
* 4. 220 Yard Dash
5. Standing Broad Jump
* 6. Pull Up—Eight Times
* 7. Running High Jump
8. Running Broad Jump
* 9. One Day Hike
Eighteen Miles
* 10. Century Hike
100 Miles in 6 Mos.

11. Baseball Throw for Distance
12. Shot Put

The six starred events are required. Participants may pick four of the remaining six to make ten events.

Full scoring tables are given in the chapter on Track and Field Athletics, pages 117-126

VII. PHYSICAL EXAMINATION

It is a patriotic duty of every American boy to be physically fit. This means a sound body, good eyes, well-kept teeth, proper posture, and all vital functions normal and properly working. The human body is the most wonderful machine in the world. A healthy body is a body in which all adjustments are normal. Modern life often necessitates giving these many intricate and involved adjustments skilful and scientific attention.

Everyone knows that even the best of automobiles, watches, and adding machines need a thorough examination periodically besides frequent minor adjustments. If this periodic examination is indefinitely postponed until a break-down occurs, it is often serious and expensive. The same things hold true with the human machine. It needs a thorough annual inspection by a first-class doctor. In this way, difficulties of one kind and another can be picked out before they become serious.

Many cities have compulsory physical examination in the public schools. This is a good thing when efficiently handled. Most physical privilege users of the Y. M. C. A. have such an examination before they are allowed gymnasium and swimming privileges. It seems to be a fundamental necessity in a program of this nature.

All examinations should be made by a thoroughly competent doctor or Physical Director, satisfactory to the *Leader*. By all means, the standard blank shown in the Appendix should be used. These can be printed at small expense or purchased from the supply department.

PHYSICAL EXAMINATION.....Total Credits—100

REQUIRED TEST

Have a thorough physical examination by a reputable doctor, approved by your Leader, using blank provided for same in the Appendix.

Award credits as follows:

Fair	Physical	Condition	50 credits.
Good	"	"	70 "
A–1	"	"	100 "

Note

The boy should be reexamined physically each year, preferably at the time of the annual granting of chart honors. Use blank shown in the Appendix.

CHAPTER IV

THE SIGNIFICANCE AND EXPLANATION OF THE DEVOTIONAL TRAINING PROGRAM

"Jesus advanced—in favor with God"—Luke 2:52.

"Thou shalt love the Lord, thy God..with all thy heart"—Luke 10:27.

"For as he thinketh within himself, so is he"—Prov. 23:7.

"One thing have I asked of Jehovah, that will I seek after..to behold the beauty of Jehovah, and to inquire in his temple"—Psalm 27:4.

Religion has universally had to do with cultivation of the heart-life of man, the emotional nature; too often in the past this aspect of life has been discounted. The emotional element has been more or less apologized for. Christ and the Bible clearly teach, however, that the affections and sentiments, the feelings and desires, are of the very center of personality. They emphasize the importance of the cultivation of love, affection, awe, reverence, and gratitude. What would life be worth without the rich endowment of the emotional nature? If the heart desires are wrongly directed, we become slaves of passion; if they are rightly trained, strong and noble men. "As a man thinketh in his heart, so is he." "Jesus advanced in favor with God," that is, in all the religious elements of his rich emotional nature. "Thou shalt love the Lord thy God..with all thy heart." "Keep thy heart with all diligence, for out of it are the issues of life" (Prov. 4:23). "In the near future," says G. Stanley Hall, "education will focus upon the feelings, sentiments, and emotions and will do something for the heart, out of which are the issues of life." Jesus gives us the perfect example of fully developed manhood on the religious and emotional side of life. How rich was that life; how tender His compassion; how deep His reverence; how broad His sympathy; how complete His trust; how warm His friendship; how unblamable His indignation; how sincere His sorrow; how unflinching His courage; how patient

His endurance of pain; how high His sense of perfection, and how true His appreciation of the beautiful!

In His teaching, no less than in His life, did Jesus recognize the importance of the desires and feelings, as we have seen from the Scripture references. His ideal of the emotional life is perhaps best expressed by the word "hearty" or "perfection." He appreciated the beautiful whether in nature or in man. "Consider the lilies of the field," "Be ye therefore perfect as your Father which is in heaven is perfect," express the joyous admiration and aspiration of his heart. He entered heartily into the temple worship and delighted in the ideals of beauty and perfection expressed in the Psalms of Praise, such as, "Worship the Lord in the beauty of holiness."

The Church, too, in her teaching and practice has been true to this fundamental principle in life. By all the arts at her command she has endeavored to cultivate the heart-life of man, using in her simple yet stately services of worship Scripture, prayer, ritual, responses, music, poetry, art, and nature to deepen and strengthen man's religious and emotional nature. If it is important that we spiritualize the physical and intellectual sides of our life and relate them to God, how much more important is it that we seek to spiritualize the heart-life, too, and consecrate all its rich and abundant powers to Him as Jesus did. That man is spiritual on the emotional side of his nature, therefore, who has brought his feelings and desires under the control of Christ and is giving them full expression in His service. The feelings and desires have a spiritual significance; the heart, too, in God's.

It is highly important for us to remember in this connection that it is during the adolescent years that we have the largest expansion of the emotional nature and reach the high-water mark of religious awakening. No boy or young man ought to pass through these years so responsive to every emotional appeal and so sensitive to religious impulses without the privilege of coming to know and choose Jesus as his Saviour and as the Lord and Master of his life, and of publicly acknowledging Him by uniting with His Church.

The barriers to the proper religious development of a boy are all too potent. The natural response of the boy to the spiritual

awakening and growth should be safeguarded. The aim should be several-fold:

a. To nurture the natural elements and eliminate the artificial.

b. To interpret spiritual things in terms of the boy's experience.

c. To provide the medium of active expression for every impression.

d. To preserve a balanced life against the encroachments which would crowd out the religious element.

Especial care should be taken to avoid giving the impression that the religious life is a thing apart from the physical, intellectual, emotional, or social. The *Leader* should at all times seek to carry out the thought that all true life is essentially spiritual, in every aspect, and the plan here outlined should keep this thought clearly before the boy.

Note

Care should be taken by the Leader to grant full credits to Boy Scouts, and boys of similar organizations, for devotional work of corresponding nature already done by the boy whether in regular activity or on Merit Badges, provided such work was taken under a registered or competent leadership and within a reasonable period.

I. PUBLIC WORSHIP

Instruction. It is the duty of the church to provide food for intelligent Christian thinking and to guide the minds of its children in their growth and development. The aim of the church's instruction should be to lead them to assume a filial and reverent attitude toward God and His world, and to live in Christian relations of love and helpfulness among their fellowmen. To this end the church should make its young people thoroughly familiar with the revelation of God as found in the Bible and in nature, acquaint them with the main facts in the history of the Christian Church and Christian missions, help them to appreciate the religious customs, the religious beliefs, and the religious needs of other peoples, and inform them concerning the history and distinctive characteristics of their own denomination as well as concerning the social and missionary

enterprises in which it is now engaged. The courses of study, properly assembled and arranged in appropriate sequence, with the agencies of instruction clearly designated, constitute the *Curriculum of Instruction.*

Aim and Scope of the Church's Training

Training. All thought is accompanied by feeling which tends to express itself in action. It is the duty of the church to provide constant and appropriate opportunity for such expression, and thus to train in Christian conduct. The religious life comes to expression chiefly through two main avenues, worship and service.

A Program of Training in Worship

Worship. It is natural for religious feeling to express itself in worship. The church, however, should train its young people to worship spontaneously and intelligently. They need to become acquainted with the forms and language of worship, both private and public, but these forms which are employed by the church in the training of the young should be suited to the experience of the worshiper. Little children, for example, require simple forms, while adults may properly make use of those which are more complex. Moreover, the material of worship may be so related to the material of instruction as to serve as a medium for expressing the feelings and enthusiasm aroused during the teaching process. Thus, memory work—psalms, proverbs, hymns, etc.—required in the course of instruction, may find its place at once in the order of worship, or ritual, designed for use in the church school or Young People's Society, provided it is adapted to the pupil's experience. This Program of Training in Worship should be so presented as to indicate clearly its relation to the Program in Instruction.

A Program of Training in Service

Service. The ultimate aim of instruction is to reach the will and lead to expression in action. Through exercise the will grows strong. In order that its young people may grow up to be efficient as well as intelligent Christians, their wills need to be trained, through practice, to prompt and vigorous action.

To provide opportunity for moral practice there should be a Program of Training in Service, suited to the varying powers of the growing life, and including not only such simple Christian duties as pertain to the home and the immediate neighborhood but more complex forms of community and social service and Christian missions. These acts of service suggested in the Program should be definitely related to the lessons in the Program of Instruction, in order that these lessons may habitually find expression in conduct. For some of this training opportunity will be offered through organized classes in the Sunday school; in other cases special organizations will be utilized. All, taken together, will constitute the Curriculum of Training, parallel to the Curriculum of Instruction, both of which, together with the Program for Training in Worship, make up the complete curriculum of the *Church School*—this term being used to include not only the Sunday school, but all other organizations in the local church whose purpose is teaching and training.

PUBLIC WORSHIP.....Total Credits—200

REQUIRED TEST—Maximum of Credits—150

Attend regular Sunday church worship, participating in service—2 credits for each service attended up to 100 credits.

Volunteer some definite service to your Pastor, involving at least eight hours—50 credits.

ELECTIVE TESTS—25 credits each

1. As an act of worship, aid the church in distributing food, clothes, and so forth to poor at Thanksgiving, Christmas, or other occasions.

2. As an act of worship, deliver church calendars or notices or collection envelopes, involving at least eight hours' service.

3. Memorize

Five standard church hymns, and Scripture as designated by your *Leader*.

II. GOD IN NATURE AND ART

Nature

The purpose of these specific tests is to lead the boy to appreciate God in nature, as evident in the world about him, and to

relate such impressions definitely to his regular religious instruction. He should be led to an appreciation of God's great plan for creating the universe and establishing His Kingdom upon this earth. The *Leader* should avail himself of the opportunity to unfold to the boy the conception of God working in the world that Jesus had, when He said, "My Father worketh hitherto, and I work."

Music

There is something in the life of the normal teen-age boy that responds to the best and loftiest in music. The tests outlined are not to decide the boy's ability, but rather to bring him to an appreciation of the divine in music. Where the boy cannot himself render the selection, he should be able to identify it when rendered by another.

Art

One of the ways by which man has given expression to the promptings of his higher nature and related himself to an attribute of Deity is in his attempts to *beautify* the work of his hands. First manifested in the ornamentation that primitive man applied to his belongings, this craving after beauty perhaps found its highest expression in Greek temples and Gothic cathedrals.

Any work that satisfies this desire for beauty we call Art, whether the medium used appeals to the eye, as in architecture, sculpture, and painting, or to the ear and mind, as in music and poetry.

As Art came into being by its relations with handcrafts, so it can really live only while it retains that connection; and we, who in this age of machinery practically never make anything for ourselves, are in danger of allowing this facility for producing beauty, which is our heritage, to become atrophied from want of use. The boys should be stimulated to exercise this faculty of making things beautiful, even though it be by such simple means as decorating the walls of their bedrooms.

Poetry

The value of storing the mind with adapted passages of poetry both from Scripture and other literature is quite apparent.

It is a recognized fact that if boys do not learn to care for poetry as boys, in all probability they will never care for it. Try reading choice selections of poetry to your group. If it is well done they will respond enthusiastically; encourage them to bring especially good bits of verse to the group meetings and read them aloud. "Poems of Action," by David R. Porter, is one of the best books to develop this interest. Invite good readers to bring a few verse selections to your boys whenever possible. Much that is finest and deepest in literature is missed by the boy who "can't read poetry." See suggested books in Chapter XVII under Poetry.

NATURE AND ART.....Total Credits—100

NO REQUIRED TEST OFFERED

ELECTIVE TESTS—20 credits each up to 100

Make different choices each year.

1. NATURE

   Attend an educational talk on:
   a. The making of the Earth.
   b. The Story of the Stars.
   c. The Development of Plant and Animal Life.

2. MUSIC
   a. Identify five standard hymns or pieces of classical music by ear.
   b. Take lessons six months on some musical instrument.
   c. Attend a high grade concert by an orchestra or a choir that will render some famous oratorio.

3. ART
   a. Name two kinds of architecture and describe differences.
   b. Name five pieces of classic statuary.
   c. Visit an art gallery of at least 100 pieces—note the special things that appeal to your higher nature.

4. POETRY
   a. Recite one standard poem.
   b. Recite Psalm 1:1–6; 23:1–6; 19:1–14; 8:1–8.

III. CHURCH SCHOOL LOYALTY

If the *Leader* is not already familiar with the best books on *church school* organization and management, at least one such book should be carefully studied at this point. The subject is too large to go into in detail in this manual. If you are to render the very best service, you should make a thorough study of the *church school* organization and management, giving special care to the details of the whole matter of curricula, in order that you may perfectly understand the true significance of the various main heads of the Devotional Training Program.

Such books as:

"The Church School"—W. A. Athearn.

"The Modern Sunday School and Its Present-Day Task"—H. F. Cope.

"The Graded Sunday School in Principle and Practice"—H. H. Meyer.

CHURCH SCHOOL LOYALTY.....Total Credits—200

REQUIRED TEST—150 credits

Attend your church school regularly—3 credits for each attendance up to 150 credits.

Attitude toward your class work (study of lesson and your cooperative spirit)—25 credits.

Assume some definite class or church school responsibility, covering a three months' period and requiring four hours' work, to the satisfaction of your Leader (such tasks as serving as class or departmental officer or on a working committee)—25 credits.

ELECTIVE TESTS—25 credits each

1. Secure at least one new member for your church school.

2. Assist in church entertainment, social, or picnic, involving at least three hours' service.

3. Assist in a definite piece of service, to the extent of four hours, for any of the church organizations, such as the setting up of banquet tables, decorating, or moving chairs.

IV. KNOWLEDGE OF THE BIBLE

"The Bible is like a telescope. If a man looks through his telescope, then he sees worlds beyond; but if he looks at this

telescope, then he does not see anything but a telescope. The Bible is a thing to be looked through, to see that which is beyond; but most people only look at it."

The Bible is not only the greatest book in the world, but the most popular. There are seven times as many Bibles sold each year as of the next best seller, all kinds of books included. This is evidence that it is widely used and studied. No man is educated who does not know his Bible. John Ruskin, the great Englishman, said that whatever there is of merit in anything that he has written is due to the fact that, when a child, his mother made him familiar with the English Bible.

Daniel Webster, the great American, said, "If there is anything of eloquence in me it is because I learned the Scripture at my mother's knee." Count Tolstoi, the great Russian, testifies, "Without the Bible the education of the child today is impossible."

Dr. G. H. Ferris, a great preacher of Philadelphia, said that just so long as human beings have sorrows and sins, tears and tasks, so long will the Bible keep its power and beauty, and be enthroned in the human heart.

Dr. Henry Churchill King, President of Oberlin College, says that we need three things in order to make the most of life—character, influence, and happiness—and that those three can be gained by Bible study. W. T. Grenfell, the great medical missionary in Labrador, says: "I believe the Bible contains all necessary truth about the way a man should walk here below. To me it means everything. Take it away and you can have all else I possess."

Boys become enthusiastic students of the Bible when their study is led by a teacher who knows boys as well as the Bible. Graded curricula have been developed by the ablest educators, so that a boy in a modern church school gets just the sort of Bible study that he needs at just the proper period in his development.

KNOWLEDGE OF THE BIBLE.....Total Credits—100

REQUIRED TEST—Maximum of credits—50

Ability to turn readily to a given chapter and verse—20 credits.

Tell your group who is your favorite Bible hero and tell explicitly why—30 credits.

ELECTIVE TESTS—25 credits each

1. Take a course of study on the Life and Teachings of Jesus.
2. Take a course on Old Testament Heroes.
3. Take a course on Early Christian Leaders.
4. Write in your own words a designated portion of the Sermon on the Mount.

V. STORY OF CHRISTIANITY

This is a part of organized religious instruction, that can be made intensely interesting to boys. It should be taken up so as to show that religion is not an accident or an incident of life, but a universal fact permeating all life, present in all ages and among all peoples. The studies used should center around the great personalities at the heart of Christianity and also show the development of religious ideas in the various stages of civilization.

Study courses offered might well be supplemented by reports on various phases of Christian work both in this country and abroad that will tend to show Christianity's transforming power in the lives of men and nations.

STORY OF CHRISTIANITY.....Total Credits—100

REQUIRED TEST—Maximum of Credits—50

Tell your group in story form:

Some specified chapter out of the big story of Christianity and tell why you chose that particular part or

Tell your group what the coming of Christianity has meant to some special country as: Korea, China, India, Africa. Be explicit.

ELECTIVE TESTS—25 credits each

1. Take a course of study on Christian Heroes.
2. Read the life of some outstanding leader in your particular branch of the Church.
3. Attend a stereopticon talk on The General Story of Christianity.

VI. MY CHURCH AND I

If there ever was a time when we needed intelligent church membership, it is now. It is not enough to lead a boy to the Great Decision and church membership—we must help him to understand what the Church has to do with the Kingdom of God, and just how it is controlled, organized, financed, and operated. We want a generation of boys who believe in church membership, not because of what they can get out of it but because of what they can put into it.

The boy should come quickly now at this period to see also the whole great Christian Church at work in the world, and desire to be related in a vital way not only to the particular local branch of his choice, but also to the great world church movements of one kind and another. Care should be taken not to use this opportunity to teach only denominationalism but the Church should be considered as a whole, united, Christian effort for bringing in the Kingdom of God.

MY CHURCH AND I.....Total Credits—100

REQUIRED TEST—Maximum of Credits—50

Take a course of study on the following topics (or attend a series of talks by your Pastor or some one delegated by Leader which will include the following):

a. Why Have a Church?
b. The Place of the Church in a Boy's Life.
c. A Boy's Right Attitude to the Church.
d. What Being a Christian Really Means.

ELECTIVE TESTS—25 credits each

1. Give five reasons, before your group, why a boy should become a church member.
2. Attend the regular Pastor's class through one series of talks.
3. Contribute regularly to the church and to benevolences.
4. Do some specific piece of service for your church, such as suggested by Pastor or *Leader*.

VII. PERSONAL DEVOTIONS

The importance of establishing the habit of daily Bible reading and prayer during these tempestuous adolescent years

cannot be over-emphasized. The *Leader* should be especially helpful in suggestions at this point, as the average boy is confused when merely asked to "read his Bible and pray every day."

A set of prayer topics might well be developed by the *Leader* and given to the boys once a week, so that unitedly they might be praying for the same things.

The group should adopt for each year some course prepared for daily devotional use, such as is issued by the various denominations. The daily devotional period will mean much more to the average boy by so doing. In many cases whole families can be led to participate in this same study. Where no special course is followed by the group, the *Leader* should provide suggestions from week to week for study. Choose such references as can readily be applied to the daily life and conduct of a boy, something he can translate into action as he goes. Unless this vital factor can be developed, the daily devotions will lack vitality and die in spite of all effort.

DAILY DEVOTIONS.....Total Credits—200

REQUIRED TEST—Maximum of Credits—150

Give time regularly to daily Bible reading and prayer. (Any standard book of Bible stories may be used in place of the Bible if preferred, or the use of any religious book prescribed by your Leader, or participation in regular family worship will be acceptable.)

ELECTIVE TESTS—50 credits each

1. Attend an inspirational talk on:
   The Value of Daily Devotions (first year).
   What Is Worship? (first year).
2. Worship, a Universal Need (second year).
3. Christ as a Boy's Comrade (third year).

CHAPTER V

THE SIGNIFICANCE AND EXPLANATION OF THE SERVICE TRAINING PROGRAM

"Jesus advanced . . . in favor with . . . men"—Luke 2:52.

"Thou shalt love the Lord, thy God . . . with all thy soul and thy neighbor as thyself"—Luke 10:27.

"I am in the midst of you as he that serveth"—Luke 22:27.

"On earth peace, among men in whom he is well pleased"—Luke 2:14.

"I seek not mine own will, but the will of him that sent me"—John 5:30.

"And why call ye me Lord, Lord, and do not the things which I say?"—Luke 6:46.

The crown of man's individuality is to be found in this last aspect of his nature—the will. Will expresses itself in action. Consciously, or unconsciously, all feelings and thoughts tend to express themselves in action and conduct. Will and action are, therefore, primary in time and importance. The ideal of conduct is "goodness"; this goodness ought to express itself in a threefold way—in the man's skill in performing his life work, in his own personal character, and in his relationship to his fellowman.

In this Service Training Program three kinds of goodness or service are recognized; hence, "Thrift" and "Observing Vocations" find a place, so that boys may understand the right work in the world for which they are fitted; "Home Service" and "Service to the Other Fellow" will develop personal goodness; while "Training for Service," "Citizenship," and "World Brotherhood" will broaden the life out into the social and civil goodness so much needed today.

It is scarcely necessary to point out how Jesus demonstrated every phase of the "good will" in His life, work, and teaching. He was a most diligent and efficient workman. "My Father worketh hitherto and I work," he said. His personal goodness is beyond dispute. "Which of you convinceth me of sin?" was His challenge to His enemies. His attitude to social goodness is

expressed by others when they said, "He went about doing good," and by Himself in the statement, "The Son of Man came not to be ministered unto, but to minister."

No other teacher ever laid such emphasis on the will as expressed in conduct and action. He makes it the basis of knowledge—"If any man *willeth* to do His will, he shall know of the teaching whether it be of God" (John 7:17). He makes it the test of right hearing—"Every one therefore that heareth these words of mine, and *doeth* them, shall be likened unto a wise man, who built his house upon the rock" (Matt. 7:24). He makes it the very condition of judgment and destiny: "Inasmuch as ye *did* it unto one of . . . these least, ye did it unto me" (Matt. 25:40). He set it up as a fundamental idea in a golden rule of conduct—"Whatsoever ye would that men should *do* unto you, even so *do ye* also unto them" (Matt. 7:12), and joined it to the first great commandment—"Thou shalt love the Lord thy God . . . *and thy neighbor as thyself*" (Luke 10:27). He made it clear to His still too selfish disciples that greatness consists not in power and dominion *over* others, but in the service of others.

The purpose of these tests, therefore, is to help boys and men to see that in serving others through the ordinary vocations of life, through the home, the community, or in the wider national and world life, they are building up the Kingdom of Jesus in the world. These studies and activities will tend to stimulate in every man and boy these impulses and ideals, and strengthen his will for a life of real goodness and worth-while service.

The ideal boy, therefore, on the volitional side of his life is the boy whose will and conduct are conformed to the will of God as revealed in Jesus. "Our wills are ours to make them Thine." How often this appears in the teachings of Jesus. It is represented as the purpose of His coming to this world, "On earth peace, *good will* toward men" (Luke 2:14); as the object of his life, "I seek not mine *own will*, but the *will of the Father* which hath sent me" (John 5:30); as the basis of true human relationships, "Whosoever shall *do the will of God*, the same is my brother, and sister, and mother" (Mark 3:35); as the assurance of eternal life, "He that *doeth the will of God* abideth forever" (I John 2:17). *Every action has thus a spiritual significance. The will, too, is God's.*

Note

Care should be taken by the Leader to grant full credits to Boy Scouts, and boys of similar organizations, for service work of corresponding nature already done by the boy, whether in regular activity or on Merit Badges, provided such work was taken under a registered or competent leadership and within a reasonable period.

I. HOME SERVICE

Home is the logical place for a boy to demonstrate his sociability and service. If it is not demonstrated there, probably he has no real understanding of what service involves. In these busy days, with our American way of living, there is a grave danger that home will not function fully in a boy's life—first, because of vastly changed conditions, and secondly, because we do so much to attract the boy away from his home. He is a victim of a system that, in trying to serve him, robs him of his best possession. The entire purpose of the tests and activities offered under this heading is to give every boy an intelligent idea of what home really is, and what home-making involves, and to seek to improve the average home relations of the average boy. The great heart of common interest must not stop beating in the home if it is to function for the boy. We must encourage the home to take him more completely into partnership and must train the boy to know how to use the privileges of that partnership for the benefit of all. A boy intelligently loyal to his home rarely ever goes bad. Bad boys come from bad homes. Let's encourage boys to put more into their homes so that, in turn, homes can put more into them.

At the same time we must not forget that there are many boys in every community who do not have normal home conditions. Many times there is no father, very often there is no mother; sometimes there are both, but they are separated. The *Leader* should be very tactful at this point and even make special tests for the boy, suited to the situation if necessary, bearing in mind always that probably some day this very boy will be establishing a home of his own and that then his boy training will bear fruit. If he cannot function in his own home, perhaps he can in some other home to the mutual advantage of both.

HOME SERVICE.....Total Credits—200

REQUIRED TEST—Maximum of credits—100

Give evidence from your parent that your home discipline and relationships are satisfactory, using report card to be provided by your Leader.

ELECTIVE TESTS—25 credits each up to 100

1. Accept responsibilities for regular home duties, such as, chores, caring for yard, machine, chickens, garden, animals, furnace, etc., task to be specified by parent and to represent at least four hours' service a week.

2. Provide some useful article for the home, either of your own construction or purchased with money you have earned, article to have a value of at least two dollars.

3. Clean the grounds around the house of all unsightly weeds and rubbish and keep it clean for a period of six months.

4. Remember your mother with a letter or flowers on Mother's Day or attend a Father and Son Banquet.

5. Assist parents ten hours with younger children, supervising play, taking walks, or reading aloud.

6. Improve the home in some way growing out of your own suggestion; such as an easier way to handle routine or decorate a room or build a shelf, furniture, ice-box drain, wood-box, or flower-box.

7. Keep your own room or shop clean and in order for a six months' period, or its equivalent.

II. THE OTHER FELLOW

The ideal of each boy expressing his own life in some form of unselfish service must be constantly aimed at, inasmuch as the doing of such service stimulates the altruistic spirit to still higher ideals and nobler efforts. Nothing less than some purposeful activity in the interest of others can satisfy Christ's purpose for any boy, or indeed can permanently satisfy the boy himself.

Service to the Other Fellow is the keystone of democracy. A democracy is ideal only in proportion as its members share the common burdens and responsibilities.

Modern cities could not exist if it were not for the spirit of service on the part of thousands of citizens. The community is the enlarged family and the little nation. Every boy, as he develops, should be imbued with the idea that he is a part of the community and must either contribute definitely to its welfare in service or become a community parasite.

THE OTHER FELLOW.....Total Credits—150

REQUIRED TEST—Maximum of Credits—75

Render some community service suggested by your Leader and make a definite sacrifice in time, money, or labor for someone more needy than yourself.

ELECTIVE TESTS—25 credits each up to 75

1. Report broken culverts, bridges, or dangerous road conditions to proper authority, and remove nails, glass, etc., from public thoroughfares.

2. Help with other boys of neighborhood in assisting without charge, to harvest the crop or do needed work of sick or disabled neighbor.

3. Contribute at least three dollars, which you have earned during the year, to some worthy cause identified with work for boys.

4. Know the exact location of:
   a. Nearest fire alarm to your home.
   b. Nearest fire plug to your home.
   c. Nearest doctor to your home.
   d. The local hospital, telephone office, telegraph office, and police station.

5. Assist in keeping at least one-quarter mile of public road in shape, or in some equally suitable service for your community.

6. Take active part in a city-wide Clean-up Campaign or some equally suitable service for your community.

7. Report to proper authorities undue abuse or neglect of children or animals.

III. THRIFT

Some one has well said that the reason America is a nation of spenders is that she has not taught her boys to save. Every boy has some money and many could earn much more if there were some

real incentive. A boy is not well educated until he knows the value of money. "The test of success is the ability to save." Every year a million working men become dependent either upon their relatives or upon charity. Much of this national burden could be averted if boys could be trained in thrift and stewardship. "Earn something, save part of it, and give part of it every month" is good advice to every boy. Ideally, every boy, even in early adolescence, should "keep books," so that he can see in monthly and yearly totals what he has earned and what he has done with his earnings.

To those who look upon the world with the eyes of youth, thrift is much. For what is thrift but happiness stored up for future use, the stepping stone to wishes realized? Thrift is no negative doctrine which preaches always, "Don't! Don't! Don't!" It is a positive thing, a definite inspiration that urges you to do, to accomplish, to make fact out of fancy.

Money is only a means to an end and this should be remembered. The hoarding of it means no good to anyone. But money, coupled with desires, ambitions, determinations, means things accomplished. If you want a college education or a trip to Europe, get it by saving for it. And you will get it, provided you have backbone as well as wishbone.

A great banker has said that most bad financial habits are formed in youth. There is a very close relation between money and a boy's character. What a boy earns in the daytime goes into his pocket, but what he spends goes into his character. Thrift does not mean to be miserly, but to be intelligent about income and outgo. Do not fail to encourage each boy in your group to start a bank account.

THRIFT.....Total Credits—150

REQUIRED TEST—Maximum of Credits—75

Show that each year you are earning, saving, and giving systematically, and that you have occasion to do certain necessary spending under wise direction.

ELECTIVE TESTS—25 credits

1. Contribute regularly a definite amount to some good cause from funds you have earned.

2. Show a bank balance of at least ten dollars, all of which you have earned.

3. Show that you have invested at least ten dollars of your own earnings in some productive enterprise, such as garden, poultry, or rabbits.

IV. OBSERVING VOCATIONS

One of the most serious problems that a teen-age boy faces is that of understanding the advantages and disadvantages of various life callings. The true meaning of the work of life, the principles of success, should now be set forth. A wise presentation of the opportunities for service in the various life callings should be made. Each year, when this subject is dealt with, along with the regular talk, the claims and opportunities for all sorts of Christian ministry should be set forth, along with other professions and vocations.

See the list of suggested books in Chapter XVII under "Choice of a Life Work." Round men in square holes is one of the unfortunate things of modern life. We have been too busy making a "living" to make a "life," and the boys are emulating us all too perfectly. Next to a Christian Character Decision, the choice of a life work is most essential in a boy's life. (Also see Suggestive Vocational Talk Topics on pages 260, 261.)

OBSERVING VOCATIONS.....Total Credits—100

REQUIRED TEST—Maximum of Credits—50

Investigate ten vocations common to your locality and tell your group which two interest you most and why.

ELECTIVE TESTS—25 credits each up to 50

1. Attend a practical talk or discussion, or read a book on:
   The World as a Workshop (first year).
   Testing the Success of a Man's Life Work (second year).
   Drifting or Rowing into a Life Work (third year).

2. Carry through to completion to the satisfaction of the *Leader* any one of the projects promoted by the Government through its Agricultural Club movement.

3. Make a list of ten Americans who you think made a success of their vocations, and tell your group why.

4. Make a list of ten professions and ten trades and check the one in each list in which you think you could succeed, also the ones that interest you most. Give the reasons for your choice.

V. CITIZENSHIP

Good citizenship manifests itself in making a community or country or world a place where every boy has a fair chance to make good in the largest sense, in a legitimate, chosen calling. It has to do with the eradicating of social evils and the fighting of social wrongs and, constructively, with the permeating of business and trade policies and every other relationship of life with the principles of freedom, good will, and righteousness. Our country calls for young men of intelligence, integrity, strength, and breadth of vision, to the end that we may have those who will respond to the call to be leaders of groups of boys. The *Leader* has perhaps no worthier task than to inculcate in the minds of boys the real meaning of democracy and the principles that make for true national greatness. To make of every boy an American and world citizen is a challenge that should call for the *Leader's* best powers of constructive leadership. The following studies and activities are calculated to assist him in this splendid work.

CITIZENSHIP.....Total Credits—150

REQUIRED TEST—Maximum of Credits—75

Give the origin and history of the American flag and explain the respect that is due it under different circumstances.

ELECTIVE TESTS—25 credits each up to 75

1. Name four national holidays, fly the American flag on all four days, and tell the true significance of each.
2. Recite "America" and "The Star-Spangled Banner" (three verses).
3. Know the principal features of the naturalization laws of the United States.
4. Name ten leading citizens of your country and tell why you consider them so.

5. Name the principal officers of your city government and tell their major duties.

6. Name the principal officers of your county and tell their major duties.

7. Give the history of the Constitution of the United States, and recite the preamble.

8. Attend an educational talk or discussion, or read a book on:

A State's Duty to Its Citizens (first year).
A Citizen's Duty to His State (second year).
American Citizenship (third year).

VI. WORLD BROTHERHOOD

It is of the greatest importance that the boys of this generation come to understand what brotherhood means. After the great upheavals due to the War, there are bound to come very rapid developments along the lines of world brotherhood. America, as never before, is being looked to to lead. Race problems are bound to become acute. Every boy should early be taught to see the best side of every race and to have a real desire to help them instead of to hinder. Then, too, there is the whole missionary idea. It should be interpreted from the point of view of world brotherhood.

The greatest inspiration to a life of service will be found in the study of great men whose lives have been spent in the service of their nation or of humanity. This will give the right opportunity to encourage the investment of life in world service, and systematic giving to missionary and benevolent enterprises.

It is a fact that our American boys are almost totally ignorant of many of the finest, most heroic lives the world has ever produced. Out of more than one hundred boys of early adolescent age who were asked to name the greatest man, in their opinion, the world had ever produced, ninety-one of them said "Napoleon Bonaparte"; five, "Abraham Lincoln"; and four, "George Washington." Livingstone, James Robertson, William Duncan, Horace Tracy Pitkin, William Johnson, Dr. Grenfell, Edward A. Steiner, and scores of others were absolutely new names to them.

WORLD BROTHERHOOD.....Total Credits—100

REQUIRED TESTS—Maximum of Credits—75

Name at least six of the various races that are now very common in America and tell the group some of the splendid characteristics of each race named—50 credits.

Suggest two ways in which any boy can help promote a better feeling of brotherhood—25 credits.

ELECTIVE TESTS—25 credits each

1. Take a course of study in your church school or elsewhere covering home and foreign missions.
2. Contribute regularly to the missionary enterprise from your own earnings.
3. Be a party to providing food for some needy family.
4. Be a party to educating some boy in a mission school.
5. Follow up a definite piece of missionary work as directed by your *Leader*.

VII. TRAINING FOR SERVICE

In recognition of the unfolding altruistic spirit of the adolescent boy, progressive instruction should be given him in preparation for some definite form of service, in order that his life may be not only worth while, but most worth while. This subject, especially in the later grades, following regular courses of study, should be taken up at the mid-week study period. Examinations should be held in these courses.

Full credit should be given for all such work done, no matter under whose auspices.

TRAINING FOR SERVICE.....Total Credits—150

REQUIRED TEST—Maximum of Credits—75

Attend at least five meetings of your group when a Training for Service activity is conducted, such as, First Aid, Safety First, or Leader's Work.

ELECTIVE TESTS—25 credits each up to 75

1. Name four kinds of public service that are applicable to your community, including two in which boys can participate.

2. Take part in one such kind of service.

3. Be elected an officer of your class or club or captain of your team or chairman of some service committee.

4. Show how to make emergency stretchers, splints, and how to bandage head, ankle, or hand satisfactorily.

5. Tell what to do for horses in harness that fall on the street.

6. Tell in writing at least six principles of Safety First.

CHAPTER VI

THE SERVICE RECOGNITIONS

Service is the very heart of our Program. It is the keystone in the arch of worthwhile living. Every PIONEER should form the habit of unselfish service to others. A boy may be unusually bright mentally; may have a splendid physical development; may attend public worship, church school, and all those things; may even be considered thrifty and broadminded, and yet not be intelligently interested in serving others. With this in mind and with a firm conviction that a very large percentage of boys may easily be led into forming service habits, the Service Recognitions are given a very important place in this Program.

Service tasks group themselves pretty well into six classes: service rendered to individuals (*Personal Service*), service rendered to the home and the home folks (*Home Service*), service rendered to the church and its organizations (*Church Service*), service rendered to the school or place of employment (*School or Employment Service*), service rendered to general groups or to the municipality (*Community Service*), service rendered to your personal group or club or class (*Group Service*). A great many service tasks, practical for all sorts of boys, are here classified under each heading. In some cases it may be necessary for the *Leader* to arrange even more choices, in order to meet the requirements of his particular locality. If this should be the case, you may work out satisfactory substitutes.

For each one of these rather clearly defined groups of service a *service recognition* numeral is offered. (See chapter on Insignia.) This recognition should be worn in the vacant square provided in the very center of the insignia, but must not be worn until the requirements of at least one of the types of service have been fully met. It should be clearly understood that this addition to the insignia is *not* a *reward* for service rendered, but merely a *recognition* of service rendered. If your boys are not vitally interested in rendering service, they must wear a blank square at the heart of their emblem. The numeral worn indicates the total

number of types of service rendered. For instance, if a boy has rendered all the required service under the head of *Home Service* and *Service to the Group* he is entitled to wear the numeral 2. If he should render all the required service suggested under all the headings, he would be entitled to wear the numeral 6.

In the case of *group insignia* the numerals used will be the sum total of all the individual Service Recognition numerals of all the members of the group. These might total twenty-one or seventy-five, according to the size of the group and the emphasis that they have placed on service.

1. PERSONAL SERVICE

(Choice, two out of three tests)

Give satisfactory evidence that you have

a. Rendered ten hours of personal service to sick, lame, blind, or to small children not in your own family, without receiving pay for same.

b. Rendered acknowledged personal service in accident, fire, wreck, runaway, or panic.

c. Returned lost article to rightful owner, or

Personally helped auto driver, teamster, or pedestrian in any sort of trouble on the road, street, or in the country.

2. HOME SERVICE

(Choice, two out of three tests)

Give satisfactory evidence that you have

a. Rendered ten hours of special Home Service in putting in coal or wood, picking fruit, canning fruit or vegetables, housecleaning, painting, or remodeling other than prescribed by regular tests, without pay.

b. Cared for younger brothers or sisters eighteen hours during absence or sickness of parents, other than prescribed by regular tests, or

Aided in the support of the home from your own earnings (spirit of the test to be honestly observed).

c. Kept your own room or shop clean and in order for a six months' period.

3. Church Service

(Choice, two out of three tests)

Give satisfactory evidence that you have

a. Been a regular contributor to the support of your church or its equivalent, to the satisfaction of your *Leader*.

b. Assisted in church entertainment, social, or picnic involving fifteen hours' service, or

Delivered church calendars or notices or collection envelopes, involving fifteen hours' service.

c. Acted as librarian, secretary's assistant, usher, for period of six months, involving at least fifteen hours of service (avoid accepting service that will make group instruction impossible), or

Beautified church building by planting trees, shrubs, vines, or flowers, involving at least fifteen hours of service, or

Accomplished special piece of service for the church as prescribed by your *Leader* or Pastor or church official, involving at least fifteen hours of service.

4. School or Employment Service

(Choice, two out of three tests)

Give satisfactory evidence that you have

a. Done special task, not included in your regular work for your school or place of employment, such as, aided new pupil or employe, represented school or firm in entertainment, or captained athletic team.

b. Won special recognition for work unusually well done at school or for place of employment (application left to *Leader*).

c. Made three constructive suggestions for the betterment of school or plant, either in favor of other scholars or employes or for general efficiency of school, office, or plant, at least one of these to be accepted and acted upon.

5. Community Service

(Choice, two out of three tests)

Give satisfactory evidence that you have

a. Taken active part in the boy leadership of some community-wide campaign—such as, clean-up, fly extermination, community gardens.

b. Ushered at some public gathering; helped patrol streets on parade days; played in band or orchestra on public occasions, or equivalent, or

Actively helped protect and provide for birds or have become Government Bird Observer, or

Reported at least two instances of dirty lots or alleys, garbage cans, broken culverts, damaged bridges or washed-out highways to proper authorities.

c. Done special piece of service not before reported for your community, sanctioned by your *Leader*, such as, Junior Police, turning in fire alarms, cutting weeds on vacant lots or along roads.

6. Service to the Group

(Choice, two out of three tests)

Give satisfactory evidence that you have

a. Been elected to office for six months, such as class or group office, without electioneering on your part.

b. Captained or managed a group team in athletics or swimming.

c. Secured five new members for your group, or

Provided equipment representing sacrifice—books, furniture, rugs, pictures—for club or classroom, or

Made possible some special treat for the group (eats or drinks not to count), such as a trip, special guest, uniforms.

7. Saving Human Life (Highest Recognition of the Program).

Any Pioneer who saves a human life from water, fire, or accident may be awarded the Life Saving *Recognition*. Certain required evidence must be offered to secure this honor.

CHAPTER VII

BUILDING YOUR MID-WEEK CALENDAR

It is of the utmost importance that every *Leader* of a group using the Program of Christian Citizenship Training build for his guidance at the very beginning of each season's work, whether that be spring, summer, fall, or winter, *a careful, detailed program or calendar* for each mid-week "get-together." This can be easily done after carefully studying the tests offered for the year's work. If it is possible for you to give one night each week to your boys, then you must distribute your tests and special events over fifty-two "get-togethers." If, on the other hand, you can give but two nights a month and perhaps one Saturday afternoon, then plan accordingly. Or, if you must depend on only one night a month and such holidays as are to be yours, then your plan must be adjusted to fit circumstances. In any event, if you expect to get real results, you must more or less accurately forecast your season's work.

The following calendars are offered merely as suggestions. They may be readily expanded to cover more evenings or contracted to fit fewer evenings, just as the case may be.

You should also, at the very beginning, make a definite schedule for personally interviewing (charting) each boy in your group. The first charting, which is of the utmost importance, should come as soon after the work is begun as possible. The second charting should follow closely upon the completion of one regular year's work. Sunday afternoon is a very desirable time for this task. If your group is large, enlist and train help early in the game. Select the best possible setting for interviewing each boy, choosing an environment that will cause him to feel absolutely free and at home. An interview that is in the least forced or mechanical is valueless.

You should always announce at least one week in advance just what tests will be called for at your next regular meeting. Maintain a high standard of work at all times. Don't hurry. Remember you are building character, not running a side-show.

In churches and Associations where several groups are taking the program, joint meetings can be arranged to advantage for group and mass games, aquatic nights, and practical talks. Very often two or three *Leaders* of clubs can pool their responsibilities to the advantage of everyone concerned, as well as arrange for special help for many special occasions.

Whenever possible, plan some sort of an outing or camping trip for your group in the summer. If you cannot go yourself or cannot arrange for a church camp to which your group may go, endeavor to attach your boys to some camp recognized as standard and good. A whole season's work can be brought to a splendid finish with very definite results in a one-week well-organized camp.

You will do well to post your detailed program of activities where the boys can refer to it often. It stimulates interest very materially.

A SUGGESTIVE CALENDAR OF MID-WEEK ACTIVITIES FOR PIONEER GROUPS (First Year)

Mid-Week

1. Devotions and Business
   A Look into the Future—Outlining Plans.
   Group or Team Games—Announcement of Tests.
2. Devotions and Business
   Talk, discussion, or report on a book covering the subject of: The Real Value of an Education.
   Group or Team Games.
3. Devotions and Business
   Talk, discussion, or report on a book covering the subject of: The Value of Daily Devotions.
   Physical examinations by doctors.
4. Devotions and Business
   First reading of Sex Education Book.
   Tests on Required Work.
5. Devotions and Business
   Second reading of Sex Education Book.
   Group or Team Games—Social Event.
6. Devotions and Business

Mid-Week

Talk, discussion, or report on a book covering the subject of:
Learning to Observe.
Display of collections and nature specimens.

7. Devotions and Business
Each boy, three minutes, "Your Hero."
Parents' or Visitors' Night.

8. Devotions and Business
Talk, discussion, or report on a book covering the subject of:
God's Great Out-of-doors.
Tests on Required Work.

9. Devotions and Business
Talk, discussion, or report on a book covering the subject of:
Early History of Your Locality.
Group or Team Games. Special Reports.

10. Devotions and Business
First talk on First Aid.
Report on Handicraft Work and Reading.

11. Devotions and Business
Second talk on First Aid.
Group or Team Games. Swimming.

12. Devotions and Business
Third talk on First Aid.
Tests on Required Work.

13. Devotions and Business
Fourth talk on First Aid.
Group or Team Games. Health Tests.

14. Devotions and Business
Talk, discussion, or report on a book covering the subject of:
The Value of Good Habits.
Visit other group. Social.

15. Devotions and Business
Talk, discussion, or report on a book covering the subject of:
The World as a Workshop.
Reports on service rendered.

16. Devotions and Business
Talk by *Leader*, checking up on progress.
Tests on Required Work.

17. Devotions and Business
Talk, discussion, or report on a book covering the subject of:
Place of the Church in a Boy's Life.
First-Aid Demonstration.

Mid-Week

18. Devotions and Business
    Talk, discussion, or report on a book covering the subject of: How to Build a Strong Body.
    Patriotic Night. History of the Flag.
19. Devotions and Business
    Reading on some Christian Leader.
    Group or Team Games.
20. Devotions and Business
    An evening on the Story of Christianity—either reading, pictures, or talks.
    Tests on Required Work.
21. Devotions and Business
    Chat covering topics suggested by the Tests under "My Church and I."
    Farce—County Fair. Dramatics.
22. Devotions and Business
    Chat covering topics suggested by the Tests under "My Church and I."
    Present Home Discipline Score Cards.
23. Devotions and Business
    Chat covering topics suggested by the Tests under "My Church and I."
    Aquatic Night.
24. Devotions and Business
    Chat covering topics suggested by the Tests under "My Church and I."
    Tests on Required Work.
25. Devotions and Business
    Talk, discussion, or report on a book covering the subject of: How and What to Eat on Hikes.
    Hike into open country, three miles each way.
26. Devotions and Business
    Indoor or Outdoor Track Meet.

A SUGGESTIVE CALENDAR OF MID-WEEK ACTIVITIES FOR PIONEER GROUPS (Second Year)

Mid-Week

1. Devotions and Business
   A Look into the Future—Outlining Plans.
   Group or Team Games—Announcement of Tests.

Mid-Week

2. Devotions and Business
   Talk, discussion, or report on a book covering the subject of:
   Why Go to High School or The Value of an Education to the Boy Who Expects to Live on a Farm.
   Group or Team Games.
3. Devotions and Business
   First reading of Sex Education Book.
   Physical examinations by doctors.
4. Devotions and Business
   Second reading of Sex Education Book.
   Group or Team Games. Social Event.
5. Devotions and Business
   Recitations or speeches on current events.
   Reports on collections and nature specimens.
6. Devotions and Business
   Talk, discussion, or report on a book covering the subject of:
   History of Fire and Making Fire with Rubbing Sticks.
   Parents' or Visitors' Night.
7. Devotions and Business
   Talk, discussion, or report on a book covering the subject of:
   Observing God's Signboards.
   Tests on Required Work.
8. Devotions and Business
   Talk, discussion, or report on a book covering the subject of:
   Wireless, Aviation, etc.
   Health Tests.
9. Devotions and Business
   Talk, discussion, or report on a book covering the subject of:
   How to Eat, When to Eat, and What to Eat.
   Group Games and Tests on Knots.
10. Devotions and Business
    Talk, discussion, or report on a book covering the subject of:
    Practical Campcraft for Boys.
    Swimming.
11. Devotions and Business
    Talk, discussion, or report on a book covering the subject of:
    A Boy's Right Attitude to the Church.
    Tests on Required Work.
12. Devotions and Business
    Reading or report on some Christian Leader.
    Entertain other group.

Mid-Week

13. Devotions and Business
    Talk by *Leader*, checking up on progress.
    Report on Handicraft Work and Reading.
14. Devotions and Business
    An evening on the Story of Christianity either by pictures, stories, or reading.
    Reports on service rendered.
15. Devotions and Business
    Observe "Mothers' Day" or "Father and Son Day."
    Tests on Required Work.
16. Devotions and Business
    Chat covering topics suggested by the Tests under "My Church and I."
    Group and Team Games.
17. Devotions and Business
    Chat covering topics suggested by the Tests under "My Church and I."
    Dramatics. Minstrels. Farce.
18. Devotions and Business
    Chat covering topics suggested by the Tests under "My Church and I."
    Stunt Social.
19. Devotions and Business
    Chat covering topics suggested by the Tests under "My Church and I."
    Tests on Required Work.
20. Devotions and Business
    Talk, discussion, or report on a book covering the subject of: Authoritative Physical Effect of Tobacco.
    Patriotic Night. Flag Raising, etc.
21. Devotions and Bussines
    Talk, discussion, or report on a book covering the subject of: Testing the Success of a Man's Life Work.
    Aquatic Night.
22. Devotions and Business
    First First Aid talk.
    Advanced Tests on Required Work.
23. Devotions and Business
    Second First Aid talk.
    Advanced First Aid Demonstration.

Mid-Week

24. Devotions and Business
    Third First Aid talk.
    Advanced reports on reading to date.
25. Devotions and Business
    Fourth First Aid talk.
    Advanced Tests on Required Work.
26. Devotions and Business
    Indoor or Outdoor Track Meet.

A SUGGESTIVE CALENDAR OF MID-WEEK ACTIVITIES FOR PIONEER GROUPS (THIRD YEAR)

Mid-Week

1. Devotions and Business
   A Look into the Future—Outlining Plans.
   Group or Team Games—Announcement of Tests.
2. Devotions and Business
   Talk, discussion, or report on a book covering the subject of: Education and Personality or Does Education Make the Farmer a Better Citizen?
   Group or Team Games.
3. Devotions and Business
   First reading of Sex Education Book.
   Physical examinations by doctors.
4. Devotions and Business
   Second reading of Sex Education Book.
   Tests on Required Work.
5. Devotions and Business
   Recitations, Speeches, Debates.
   Social Event.
6. Devotions and Business
   Talk, discussion, or report on a book covering the subject of: Our Forests and Their Protection.
   Parents' or Visitors' Night.
7. Devotions and Business
   Talk, discussion, or report on a book covering the subject of: From Apprentice System to Age of Machinery, or The Effects of Machinery on Production.
   Report on collections and nature specimens.
8. Devotions and Business
   Talk, discussion, or report on a book covering the subject of Exploration, Invention, or Travel.
   Tests on Required Work.

Mid-Week

9. Devotions and Business
   Talk, discussion, or report on a book covering the subject of: How We Grow.
   Report on handicraft work and reading.
10. Devotions and Business
   Talk, discussion, or report on a book covering the subject of: Things to Remember in Choosing a Camp-Site.
   Health Tests.
11. Devotions and Business
   Talk, discussion, or report on a book covering the subject of: What Being a Christian Really Means.
   Group or Team Games.
12. Devotions and Business
   Talk, discussion, or report on a book covering the subject of: The Church at Work in the World.
   Tests on Required Work.
13. Devotions and Business
   Talk by *Leader*, checking up on progress.
   Swimming.
14. Devotions and Business
   Reading on some Christian Leader.
   Entertain some other group.
15. Devotions and Business
   An evening on the Story of Christianity, either by pictures, stories, or reading.
   Dramatics, Minstrels, etc.
16. Devotions and Business
   Chat covering topics suggested by the Tests under "My Church and I."
   Tests on Required Work.
17. Devotions and Business
   Chat covering topics suggested by the Tests under "My Church and I."
   Group and Team Games.
18. Devotions and Business
   Chat covering topics suggested by the Tests under "My Church and I."
   Social Night.
19. Devotions and Business
   Chat covering topics suggested by the Tests under "My Church and I."
   Hike or outdoor supper in Park.

Mid-Week

20. Devotions and Business
Talk, discussion, or report on a book covering the subject of:
Some Modern Facts about Alcoholic Drinks.
Tests on Required Work.
21. Devotions and Business
Talk, discussion, or report on a book covering the subject of:
Drifting or Rowing into a Life Work.
Reports on service rendered.
22. Devotions and Business
Talk, discussion, or report on a book covering the subject of:
A State's Duties to Its Citizens.
Patriotic Night.
23. Devotions and Business
First talk on Safety First.
Aquatic Night.
24. Devotions and Business
Second talk on Safety First.
Tests on Required Work.
25. Devotions and Business
Third talk on Safety First.
Reports on reading to date.
26. Devotions and Business
Fourth talk on Safety First.
Track Meet.

CHAPTER VIII

THE BOY FROM TWELVE TO FOURTEEN

Those who have studied boy life carefully agree that there is a period between approximately the twelfth and the fifteenth birthday which is fairly well marked by characteristics which distinguish it from other periods of boy life. It should be remembered that the age limits given are only approximate, varying with different boys.

Before twelve, we think of the period as later childhood, and normally the boy is largely under the immediate care of his home and the direction of his parents. Some time later we shall discover that the boy's social circle is enlarged very much beyond his home and the sense of personal responsibility is greatly increased. We are led to believe that some of these changes begin to manifest themselves very definitely at about twelve years of age, at which time he enters the period of adolescence. In the fourteenth or fifteenth year still other changes take place; these are discussed in a later Leaders' Manual.

The boy in the early adolescent period, twelve to fourteen, usually shows marked interest in the group of boys. This has been called the "gang instinct." Left to work itself out, this tendency usually results in the boy belonging to a group of boys, seven or eight in number. Attachment to this group varies all the way from mere temporary interest to a degree of allegiance which will astound those who have not studied the boy gang. The results of this group connection, where the group is spontaneously organized, will range from mere secrecy and harmless pastimes to a degree of actual deviltry that may well alarm those who are interested in the boys. This grouping instinct is wholly natural; any attempt to eradicate it is usually harmful. The solution of the problem lies in recognizing the tendency and in providing safe and attractive leadership for the group.

This period is marked by hero-worship; hence the right adult *Leader* finds everything in favor of his being admitted to the

innermost lives of the boys. He supplies their hero-worshiping needs and gives them a program for group activities. Herein lies the real secret of leadership with boys of this age. The needs and interests of these boys suggest the kind of program which they should have. If books or study are to be made use of, the element of biography enters into the content of the program; for here, again, is food for hero-worship.

The boy at this period is still rather an individualist; only in the later part of the period is he learning team work. Hence individual traits and interests will need to be taken into account. The games he plays must give him a good deal of opportunity for individual initiative and "glory." The *Leader* may well use every opportunity to teach team play, sacrifice for the good of the team, and all else of this variety which will soon be a veritable part of the boy's life; but he should not be discouraged if the boy frequently reverts to an expression of selfish interest in his own behalf and seeks only personal achievement and praise.

The "collection" interest may be waning somewhat at this period, or may break out afresh in new forms; when it is present the collection of stamps and coins is likely to be fairly typical. Woodcraft and the whole of out-door lore are usually very acceptable to boys in this period. The element of the mysterious, or the opportunity to discover, will usually attract. The practice of keen observation may be made a very attractive game. Indeed, a great deal of the most useful instruction may be carried on in the form of games and recreation, frankly recognizing the hungry play instinct.

The problem of the physical life begins to loom larger here. Sex irregularities are not infrequent before this period; but they may be said to be nearly universal, to a degree, in this period and in the next one. Self-abuse, in less or greater degree, is common. Very few if any boys are entirely free from this practice. True, with many it is quite temporary or occasional; but it is safe to assume that every boy has this fight on at some time with varying degrees of intensity.

This subject cannot here be treated at length. Special books (see Bibliography, page 234) give abundant help for the *Leader* at this point. The fact is given here merely to call attention to the matter as an element with which the wise *Leader* will need to

reckon. It is a happy circumstance when a boy's father or other man friend has his confidence at this time, so that the matter may be clearly understood by the boy—instead of his being left in ignorance, or, worse still, in possession of incorrect information which is easily picked up in his contact with other boys.

The boy may be an omnivorous reader in these years. Here enters the opportunity of the *Leader* to help him to healthful reading. His reading habits for life may be largely molded by care in this period. No *Leader* need lack for abundant help in this matter (see page 219); no leadership is quite sufficient which does not extend to a helpful direction of the boy's reading.

Motor-energy is the key-word to this boy's life. To do, to do, to do—to be everlastingly doing, is the desire of the usual boy. To make things, to hike, to explore, to play boisterous and none too gentle games—all these things are in the nature of the case.

This boy is usually none too partial to girls; that will come later. There may be genuine antipathy to girls; certainly there will be quite frequently a real disgust for all that girls are especially interested in, if not for the girls themselves.

The general physical condition of the boy at this period may play a real part in the *Leader's* plans. Poor teeth may mean inadequate nutrition; the presence of adenoids may lead to a train of physical ills. Any physician can make all these points clear; hence, there is little need for space to be given to them here.

Assignments of responsibility to this boy should be of the kind which will call for immediate performance and be of short duration. Usually there will not be extended continuity of interest. Hence class or club office or committee assignment should not usually exceed three months. Special tasks should not be such that they have to be stretched out over long periods of time. These boys will learn to assume their share of responsibility more and more as they get older, if responsibilities are given to them in the right way at this time.

The boy of this age who has been under Christian training during the previous years is usually quite ready to respond to the challenge for a definite step in Christian declaration and uniting with the church. This step should be expected as a matter of course in a group of boys under Christian leadership,

and it should surely come in this period or fairly early in the next period, which covers the years from fifteen to seventeen. The Christian *Leader* of this group cannot afford to overlook the opportunities here presented. The trend of improved religious education is to increase the number of open declarations in the interest of the Christian life in the period now under discussion.

Briefly summarizing, then, it is clear that the boy in this period is ready for the challenge to live four-square, to develop symmetrically, to live as the boy Jesus lived, increasing "in wisdom and stature and in favor with God and men." Any less program than this should not satisfy a *Leader* who is actuated by the highest motives; nor will less of a program grip the boy as surely as will this all-round program, if it is brought to him in an attractive way.

CHAPTER IX

THE PERSONAL INTERVIEW AND CHARTING

Clearly the very first step for a *Leader* to pursue with a boy who has signified his desire to take this Program is to sit down with him and, in an unhurried but friendly interview, determine the boy's present status of development. This interview should be carefully visualized on the chart (see page 81). Be sure to date your chart and make concise recommendations at the bottom for the guidance of the boy in improving his development. It should be clearly borne in mind by the *Leader* and constantly made clear to the boy being interviewed that not only is intensity of development in all phases of his life desirable, but that area is also an important element. He not only wants his life to be visualized as reasonably symmetrical, but must be tremendously in earnest to see that its area is an ever-enlarging one.

The whole plan should be carefully explained to him, so that he will enter freely and sympathetically into it and he and the *Leader* may jointly determine the proper charting at the very beginning of the tests. Frequently it will work well to let the boy suggest the credit that should come to him in any particular subject, after, of course, making clear the real meaning and significance of the test.

To the *Leader* who is eager for an opportunity to present the claims of Christ as a personal Saviour this interview offers an unusual opportunity. The *Leader* should carefully familiarize himself with the charting plan by a careful study of the following interview and by giving the questions offered on the following pages a very careful consideration. These questions are offered as a guide for the *Leader's* first interviews, in order that points of fundamental importance shall not be overlooked. He should be so familiar with what is involved in an interview before he meets the boy that the interview will have none of the elements of an examination, but be a friendly effort to discover and properly interpret in their relative values the facts of the boy's

life; he should have the plan clearly in mind so that he may proceed without hesitation in determining the grade the boy should receive. For instance, a boy of thirteen comes up for his first interview. After making clear to him the purpose and scope of the plan, as suggested on page 83, begin the interview by following the suggestive questions offered (see page 84). Probably the interview will run something like the following:

1. School

He had attended school regularly, but because of lack of application failed in one year's work. His effort and scholarship were only fair, due to his all-consuming interest in athletics. He had a very fair idea, however, of the real value of an education and was expecting at least to finish high school. He had taken some part in school activities. Two hundred credits out of a possible three hundred seemed a fair grading.

2. Health Education

He was a normally healthy boy and this at once suggested that he must have reasonably good health habits. He could name but three fundamental laws of health, but this was due probably to the fact that his information was not yet fully crystallized or defined. He had a keen desire for a strong body and was eager for suggestions in this direction. However, he had had no sex education of any kind save what he had picked up from the boys at school. He had not even read a standard book on this important subject. One hundred and ten credits out of a possible two hundred seemed a fair grading.

3. Speaking and Home Reading

This boy expressed his ideas in a clear way. He had a good vocabulary for a boy of thirteen, and showed plainly by his remarks that he was a thoughtful fellow. He read a great deal; said he averaged two books a week and that he borrowed most of them from his friends. Investigation showed plainly that they were not the best books. He needed direction badly in this particular. He was a great admirer of a certain high class boys' paper and could hardly wait from month to month for it to come. Eighty credits out of a possible one hundred seemed a fair grading.

4. Nature Interests

Here was a case of a typical city boy. He knew very little about the out-of-doors, at least so far as nature was concerned. He had never fished or hunted. He knew there were a great many wild flowers, but he had paid very little attention to them. He could recognize only three or four native birds, and trees were trees. "Some grew cotton, some nuts, and a few nothing but leaves." He had never been camping, had never hiked much, in fact was ignorant of a great field of normal boy interest. He was even surprised to discover that boys in general should be intelligently alive to nature interests. Twenty credits out of a possible one hundred seemed a fair grading.

5. Handicraft

In handicraft things were very different. He was fond of tools, had more than a dozen of his own, was a past master at transforming grocery boxes into wagons and sleds, and had with the help of his pal built two rabbit hutches and a dove-house. He understood simple electrical apparatus and fairly devoured the mechanical pages of every magazine that came into the home. Under the circumstances ninety credits out of a possible one hundred did not seem extravagant.

6. Observation and Collection

Like most city boys, he was a poor observer. He constantly saw so many sights that he had given mighty little attention to details. He did not know where the nearest fire alarm box or the nearest fire plug was to his home. He could not name his city streets outside of his own immediate neighborhood and had never indulged in collections of any kind. Once he had gotten the "stamp craze," but because it "dirtied up the house" his mother had objected. A very valuable educational and observational element had thus been rudely nipped in the bud. He could not describe the shape of his father's hat and remembered poorly what he saw in the shop windows used as tests. This boy needed badly to be taught to use his eyes. He was getting most of his information through "ear-gate" when a considerable part of it should be coming through "eye-gate" as well. Thirty-five credits out of a possible one hundred seemed fair.

7. Educational Talks and Trips

Being a boy of mechanical turn of mind, he was very much interested in all sorts and kinds of machinery, and consequently had taken advantage of every opportunity that had been his to visit various factories and machine shops. He had read a boy's life of Edison and had secret ambitions to become a great inventor one day. He was simply crazy about automobiles and airships and had accumulated an amazing amount of accurate information about types and just what each would do under given circumstances. Eighty credits out of a possible one hundred did not seem too high a grade.

Under the PHYSICAL TRAINING PROGRAM his credits ran as follows:

1. Health Habits

Because of intelligent discipline at home this boy had reasonably fixed physical habits. He was compelled to go to bed at a reasonable hour and if he failed to rise on schedule, paid penalty with his breakfast. He cleansed his teeth night and morning, and was required to spend at least two hours out of doors a day, half of which was consumed with regular chores. He bathed twice a week in winter and every day in summer, counting his swims. His personal appearance was satisfactory. There was nothing "dudie" about him yet he was clean and tidy. His posture was excellent. He did not smoke and was pleased to line up with other fellows in standing for clean sports, clean habits, and clean speech. One hundred and forty credits were awarded out of a possible one hundred and fifty.

2. Campcraft

The lad was a good hiker and had made several good tramps, but always from the purely athletic point of view. He knew little or nothing about preparing hike food, building a fire, or taking care of himself in the open country. He had not attended a boys' camp, simply because none had been provided; consequently a very real part of his normal boyhood was lacking. Having had no actual camping experience, he had read very little in that direction. He was anxious to be a camper and was enthusiastic

over the prospect of a church boys' camp. Twenty credits out of a possible one hundred was all he could claim.

3. Team Games

In this particular the lad stood well. He played baseball, was captain and pitcher, played football, right end and quarterback. While he had never been on an organized hockey team, he played hockey with considerable skill for so young a boy and was considered by the bunch as a first-class sport who usually kept his head and played a clean and above-board game. One hundred and twenty-five credits out of a possible one hundred and fifty seemed about right.

4. Group Games

He was not so expert at group games. His parents had discouraged the gang that attempted to play under the street light summer evenings, and he did not belong to a gymnasium. His Sunday school had not attempted to provide mid-week group meetings until now, and so the group games had been slighted. Fifty credits were all that could be claimed of the possible one hundred and fifty.

5. Aquatics

His opportunities to swim had also been limited to the swimming hole in the river and an occasional swim in a private tank. He qualified in several elementary tests. Had never taught a boy to swim. Ninety credits out of the possible one hundred and fifty seemed satisfactory.

6. Athletics

As a regular track-meet had not been provided when this interview was given, it was necessary to grade on past achievement and leave actual totals until a field meet was held. From the above information and general questions asked it seemed fair to allow one hundred and forty credits out of a possible two hundred.

7. Physical Examination

While not examined on the regular blank required, from facts already in possession of the interviewer it seemed fair to

consider the boy in good physical condition and thereby grant him seventy-five credits out of a possible one hundred.

Under the DEVOTIONAL TRAINING PROGRAM his credits ran as follows:

1. Public Worship

He was not a regular attendant at any church. His father did not go, so he did not believe that it was worth while. Not many of his pals went either. He knew a few of the church hymns and had learned several bits of Scripture—as punishment —but the church as such meant nothing to him. Something had been overlooked. Twenty credits out of two hundred seemed generous.

2. God in Nature and Art

He had never thought of seeing God in nature or of relating Him to beautiful things. He took music lessons because he had to, but cared very little for music. He was interested in the stars, however, and with this as a starting point may easily be led out into a finer appreciation of God at work in His world. Forty credits seemed fair out of a possible one hundred.

3. Church School Loyalty

He did go to the church school—the gang went. He went to be with the gang. The class met in a noisy auditorium and half the lesson hour was given over to keeping order. The class was not organized. There was no mid-week activity. He went to Sunday school because his mother wanted him to go, but it had not gotten a hold of his enthusiasm or his loyalty. It was just "the Sunday school" and never "our Sunday school." Fifty credits out of the possible two hundred seemed fair.

4. Knowledge of the Bible

From the above one might gather pretty well what real Bible knowledge this boy was gathering. It was the "Good Book" and had some sort of mysterious power when properly used by old folks, but meant nothing to him beyond a series of unconnected stories that were meant to teach a lesson. His

church school was ungraded and he was not at all certain what they had or had not studied. Fifteen credits seemed fair out of a possible one hundred.

5. Story of Christianity

The boy had, of course, read and heard more or less of the story of Christianity, but had been interested in it largely as a story and not at all as it related itself to making the world a better place to live in. He was not aware of any of the great changes Christianity at work had wrought among heathen nations. The main incident out of Paul's accomplishments for the early Church was the fact that he was shipwrecked. Fifteen credits were all that could be awarded out of a possible one hundred.

6. My Church and I

This boy had not yet made a Christian decision. He was not ready. He had never thought much about why we have churches. Such a topic as "What should a boy expect from the church?" or "What should the church expect from the boy?" had never been discussed in his presence. He didn't know how the church came into being and didn't care. He had a poorly defined idea that a big boy could be as much of a Christian outside of the church as in. (He had heard some older boy that he admired so express himself.) Fifteen credits again seemed all that could be awarded.

7. Personal Devotions

He had been in the habit since his baby days of "saying a prayer" at night—one that his mother had taught him—but beyond that he had no personal devotions. Occasionally upon request his mother read to him after he had gone to bed and quite often it was a well-chosen story from the Bible. He had no Bible of his own and never saw the inside of one except on Sunday at the church school. They had no form of family worship in the home. Forty seemed a fair proportion of the available two hundred.

Under the SERVICE TRAINING PROGRAM his credits ran as follows:

1. Home Service

In many ways this lad's home was far above the ordinary. The boy was accepted as an individual and was considered a partner in the home enterprise. Accordingly he entered into his chores, which consisted of caring for a furnace in winter and a yard and garden in summer. It was not *the* furnace and garden but *our* furnace and garden. In addition to these responsibilities were a dog and an auto. The service was not only freely rendered, but great care was taken with details. This element helped very greatly in the whole problem of home discipline. One hundred and sixty credits out of a possible two hundred seemed fair.

2. The Other Fellow

The boy's social outlook was quite normal. (The fact that he had an older sister and a younger brother helped a great deal.) Home life taught him unselfishness. He was given an allowance, his part of the earnings of the "company," and with these earnings he must meet certain obligations such as his clothes, his recreations, and his benevolences. He had pledged to "earn and give" three dollars toward war relief. Growing out of the fact that he had ridden a great deal in an auto, he had formed the habit of always removing glass from the streets and of marking bad ditch boxes and dangerous holes. This sort of service was very practical to him and he entered into it as a matter of course. One hundred and twenty credits out of a possible one hundred and fifty were awarded.

3. Citizenship

In citizenship the boy was lacking. He did not know the history of the American flag or the respect due to it. He could not recite "America" or "The Star Spangled Banner." His education in this direction was faulty. As a result he drew but sixty of the possible one hundred and fifty credits.

4. Thrift

As indicated above, intelligent parents had started the boy in the right direction on thrift. He had earned and given, and besides that had made quite a little saving all his own. His giving had not yet been reduced to a system. He gave rather

to the appeal that touched his heart. However, he was anxious for suggestions in this direction. His attitude toward money matters was rather mature for a boy of thirteen. He was given one hundred and twenty credits out of the possible one hundred and fifty.

5. Observing Vocations

He fully expected to be an inventor. This, of course, was but an impression. He wanted always to do the thing he best liked to do. Unfortunately, he was not at all interested in even hearing about other types of life work. At this point he needed direction and suggestion and especially some wise direction in his reading. The practical talks of this program will also tend to broaden his interest. It would be too bad to allow a boy so young to let his vocational interests crystallize too soon. The mere fact, however, that the lad had seriously considered in his boyish way how he could really make good was worthy of good grade. Eighty credits out of a possible one hundred seemed fair.

6. World Brotherhood

As was indicated before he knew nothing at all of the missionary enterprise, and had never had any organized mission work either home or foreign. His relationships with men of other color and race were not particularly good. There was much prejudice. Only ten credits were allowed here out of one hundred.

7. Training for Service

Here the boy again had had no opportunity to train for service. He was essentially selfish. No First Aid had ever been offered or organized work on Safety First. The only crowd that he belonged to—his church school group—was not organized for service. Consequently, there was no effort made in this direction. Twenty credits out of the possible one hundred and fifty seemed to be all that could justly be allowed.

Now, let us briefly summarize and see what charting honors can be awarded. (Study this interview as recorded on the accompanying chart.) In his Intellectual Training he totals 615 credits. In his Physical Training he totals 650 credits. In his Devotional Training he totals 195 credits. In his Service

VISUALIZED DEVELOPMENT

of · NAME HOWARD BROWN AGE 14 DATE PLACE

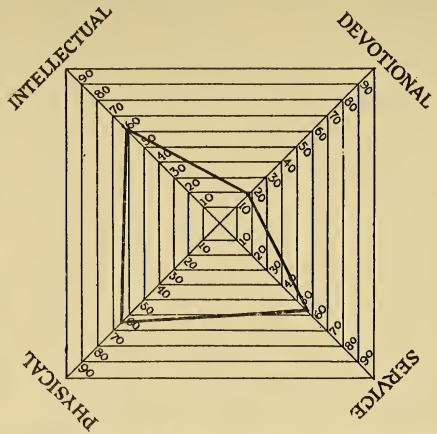
Detailed Interview Given By: NAME F. H. CHELEY

INTELLECTUAL TRAINING PROGRAM

1. School	300	200
2. Health Education	200	110
3. Speaking and Home Reading	100	80
4. Nature Interests	100	20
5. Handicraft	100	90
6. Observation and Collections	100	35
7. Education, Talk and Trips	100	80
Total	1000	615

PHYSICAL TRAINING PROGRAM

1. Health Habits	150	140
2. Campcraft	100	20
3. Team Games	150	125
4. Group Games	150	50
5. Aquatics	150	90
6. Athletics	200	140
7. Physical Examination	100	75
Total	1000	650



DEVOTIONAL TRAINING PROGRAM

1. Public Worship	200	20
2. God in Nature and Art	100	40
3. Church School Loyalty	200	50
4. Knowledge of the Bible	100	15
5. Story of Christianity	100	15
6. My Church and I	100	15
7. Personal Devotions	200	40
Total	1000	195

SERVICE TRAINING PROGRAM

1. Home Service	200	160
2. The Other Fellow	150	120
3. Citizenship	150	60
4. Thrift	150	120
5. Observing Vocations	100	80
6. World Brotherhood	100	10
7. Training for Service	150	20
Total	1000	570

RECOMMENDATIONS BY LEADER OR INTERVIEWER

Needs constructive suggestions on his devotional training.

Training he totals 570 credits. You see at once that he is a very average boy in all save his devotional development. But you say, "He made such good credits in a number of places. It seems he should show up better." The point is, his development is spotted. It lacks symmetry. This can easily be remedied by a carefully graded program of activities. Remember to contrast this first charting with the charting of this same lad a year later. Growth in the undeveloped spots will be amazing.

Now a word of warning! Do not become so interested in the machine and its operation that you fail to grasp the far bigger thing—the product of the machine. Just what did that two-hour interview do for that boy besides visualize his present status of development? Several things of tremendous importance to his future:

First: It helped the boy to see all the elements of life harmonized into a whole.

Second: It helped the boy to visualize clearly an ideal for which to strive.

Third: It helped the boy to discover himself.

Fourth: It laid the foundations of a very intimate friendship between *Leader* and boy, opening clearly the way for future discussion of personal problems.

Fifth: It helped the boy to appreciate just what this program of activities is all about, and why he should not only support it but urge other boys to also take advantage of it.

Questions for Guidance in the First Interview

EXPLANATION OF FIRST INTERVIEW

These questions are offered merely as a guide to the Interviewer in making the boy's first chart, before he has had the advantage of a season of all-round activity programs:

It should be remembered that the purposes of the first charting are threefold:

1. To establish an intimate contact between the boy and the Interviewer

2. To introduce the boy to the details and adjustments of the Program as a plan for his regular daily life and activity

3. To determine direction—that is, to help the boy as well as the Interviewer to discover the boy's personal weaknesses so far as an all-round development is concerned.

There are certain elements in every interview that are unlike any other, so that judgment must constantly be exercised by the Interviewer. These questions are merely offered as a suggestive basis. The Interviewer will quickly develop from them, and with experience, a set quite his own.

Approach to the Boy

First point out the fact that symmetrical development up to a certain degree, mentally, physically, devotionally, and socially, is very much to be desired if the boy is to make a real success of his life. Point out that true religion is a religion of all life, affecting not only one's spiritual self, but one's body, mind, and all one's human relationships—that it is not only what one believes, but how one acts under all circumstances. "Faith without works is dead" and vice versa. Explain carefully that the Kingdom of God is on earth and that every boy is hastening or retarding the full incoming of the Kingdom by his daily life and conduct.

Discuss the disadvantage of a boy's having just muscle and nothing else, or brains and nothing else, or of being a social fellow without brains or muscle. Likewise discuss frankly the disadvantage of any boy's just being religious in form and ceremony without really having his religion permeate every action of his life. Jesus Christ had the most symmetrical life of all the men that have ever lived (Luke 2:52). God expects a man to gain all-round development as evidenced by the Great Commandment, "Thou shalt love the Lord, thy God, with all thy heart (devotional); and with all thy strength (physical); and with all thy mind (intellectual); and thy neighbor as thyself" (social).

Probably one of the great purposes of Jesus' coming was to show men how to live—how to develop in an all-round fashion. You can then readily deduce from the above points that the biggest job any growing boy has is to learn how to *live the Christian life.* Participation in this Program is to do just that thing for him. The chart is to be a picture of his life contrasted with

the Perfect Life, or the one hundred per cent life of Jesus Christ.

(Be very sure to allow the boy to aid you in arriving at a fair grade under each heading.)

Suggested Questions

SCHOOL

1. How old are you?
2. What grade are you in at school?
3. Have you made a grade a year? If not, why not?
4. Have you taken part in school activities?
5. What sort of a student are you as to scholarship?
   (If abnormal in school or a poor student, make concrete suggestions.)
6. Why do we need an education?

HEALTH EDUCATION

1. Can you name five laws of health?
2. How nearly do you come to living up to them?
3. Is it wrong for one to break the laws of health?
4. Have you had any sex education at all?
5. Ascertain how much and by whom given.
   (Many boys need help at this point. Be alive to personal problems and make concrete, sympathetic suggestions. Do not attempt to extract secrets.)

SPEAKING AND HOME READING

Ascertain if the boy expresses himself easily by asking him about some well-known recent current event. Self-expression is tremendously desirable. Many boys need encouragement in this direction.

1. How many books have you read these past three months?
2. Name them. (Most boys need to be encouraged to read biography and travel. Watch out for the boy who reads by the dozen the cheap series of 'boys' stories—the dime novel in disguise. A boy should average at least twelve good books a year.)
3. What magazines do you read?

4. What ones come into your home? (Look out for the boy who indulges in magazines away beyond his years, especially such as *Argosy*, *Short Stories*, etc. This is a bad mental indication.)

NATURE INTERESTS

1. Do you like the out-of-doors?
2. How many trees can you identify? (Should know 8)
3. How many birds can you identify? (Should know 20)
4. How many wild flowers do you know? (Should know 14)
5. Determine if he appreciates the out-of-doors.

HANDICRAFT

1. Do you like tools?
2. What kind?
3. What tools have you of your own?
4. Have you had any manual training or arts and crafts work?
5. Have you a shop of your own?
6. What have you ever made with tools?

OBSERVATIONS AND COLLECTIONS

1. Make ten figures or letters on a paper and see if your boy can reproduce them after looking at them for two seconds.
2. Show him a dozen articles in a pile and after two seconds let him name them.
3. Have you ever made a collection of any kind? What? Tell about it.
4. What value was there in the time and effort so spent?
5. What is "eye-gate"?
6. How much of what you know about people, places, and things come to you through your eyes?

EDUCATIONAL TALKS AND TRIPS

1. Give a brief account of the last educational talk you listened to.
2. How many practical or educational talks have you heard in a year?
3. What sort of factories have you been through? Name them.

4. Can you describe in detail one manufacturing process?
5. What value is there to a boy in making educational trips?

HEALTH HABITS

1. How often do you bathe, cleanse your teeth, exercise, and play?
2. What is the relation of health to success?
When you are sick, what is commonly the matter?
4. How do we catch tuberculosis or disease prevalent in your locality?
5. How do we catch typhoid fever?
6. What is the danger in public drinking-cups, towels, and toilets?
7. Of what use is the City Health Department? Be specific.
8. What has posture to do with health?
9. What is a habit and how do you make one?
10. Do you indulge in clean speech, clean sports, and clean habits? Give evidence.

CAMPCRAFT

1. Have you ever been camping or hiking? How much and where?
2. Can you cook on a camp-fire?
3. Have you built a bed or shelter of wildwood?
4. What books on camping have you read?
5. How recently?
6. How many knots can you tie and explain the use of?
7. Name five important things you must know how to do before you can be a good camper.

TEAM GAMES

1. What team games do you play?
2. What do team games teach a boy?
3. Have you ever been a captain of a team?
4. What sort of a boy do you like as captain?
5. What qualities must he have?
6. Have you played in as many as ten different games the past year?
7. If not, why?

8. If physically incapacitated, what takes the place of team games in your life?

GROUP GAMES

1. How many group or mass games do you know?
2. Could you teach them to other boys?
3. Why should a boy indulge in real recreation?
4. Why do animals instinctively play?

AQUATICS

1. Can you swim? How far? How many strokes?
2. Have you ever taught any other boy to swim? When?
3. What do you know about life-saving?
4. Can you dive?
5. Can you row a boat or paddle a canoe?
6. Can you demonstrate artificial respiration?
7. Which method?

ATHLETICS

1. Are you athletic?
2. What have you excelled in?
3. Have you ever won a first, second, or third place in a track-meet?
4. Do you attend a gymnasium or a playground regularly?
5. In what way have you ever trained for athletic events?
6. Do you believe in training?
7. Why?
8. What is your favorite sport and why?
9. What is moderation in athletics?

PHYSICAL EXAMINATION

1. Have you ever had a real physical examination by a doctor?
2. Have your eyes and ears been tested?
3. Have your teeth been examined within a year?
4. Have you had any sort of an operation?
5. What is your physical weak spot?
6. What are you doing to overcome it?

PUBLIC WORSHIP

1. Do you go to church? How regularly?
2. Do you enjoy it? If not, why? Do you take part?
3. Does it help you to be a better fellow?
4. Do you go because you want to or have to?
5. Do your parents attend church?
6. Are you a member of a church? If not, why?
7. Do you expect to become a member some time?

(Aim to stimulate church relation and interest; also correct misunderstandings.)

GOD IN NATURE AND ART

1. Do you care for beautiful things?
2. What and why?
3. What is there in nature that especially appeals to you?
4. Do you like pictures?
5. Can you name any of the great pictures?
6. Do you like music? What kind?
7. Can you name any of the great pieces of statuary and tell their significance?
8. What do you know about the stars?

CHURCH SCHOOL LOYALTY

1. Do you go to church school? How regularly?
2. Do you believe it is worth while?
3. Is your teacher a man or woman? Which do you prefer?
4. Is your class organized? Self-governing?
5. Do you have mid-week or occasional meetings? If not, why?
6. Do you use graded lessons?
7. Do you take part in lessons or not?
8. Do you have any specific service activity?
9. Do you have regular mission study? How much?
10. Are you enthusiastic about it all? If not, why not?

KNOWLEDGE OF THE BIBLE

1. Have you a Bible all your own?
2. Can you find quickly any given verse?
3. How did we get an English Bible?

4. Have you studied a life of Jesus?
5. Have you studied a course on Bible Heroes?
6. Which one do you most admire and why?

STORY OF CHRISTIANITY

1. Has religion anything to do with the way we live, or just with what we believe?
2. Do you think you live the Christian life?
3. Can you think of any better way to live?
4. Is the Bible a guide for us in matters of living?
5. Are people naturally religious?
6. What languages were the original books of the Bible written in? How did we get our English Bible?
7. Can you locate some of the first Christian churches and name their outstanding leaders?
8. Is America Christian? Why?

MY CHURCH AND I

1. What do you know of your church organization?
2. How is it governed?
3. How is it financed?
4. Tell what you can of your church boards.
5. Have you had any systematic instruction in what church membership involves?
6. Do we need churches? Why?
7. If we really need them, should thoughtful fellows support them?

PERSONAL DEVOTIONS

1. Do you pray? Morning or evening, or both?
2. Do you have grace said at meals?
3. How often do you read your Bible? Be specific.
4. Do you take part in any sort of family worship?

(If the boy has no personal devotional period each day, suggest the value of such a thing to him and enlist him in at least the Morning Watch, if a city boy, and in an evening Quiet Hour, if a country boy.)

HOME SERVICE

1. Are your home relationships good?
2. Father living? Are you good pals?
3. Mother living? Are you good pals?
4. What home responsibilities do you have?
5. How do you score on promptness, obedience, courtesy, honesty, and unselfishness in the home?
6. What are you doing to repay investment already made in you by parents and others?
7. Is your home a democracy or an autocracy?
8. Why?

THE OTHER FELLOW

1. What do you do for the other fellow?
2. Do you give of your money or time?
3. Are you selfish or generous? Prove your contention.

CITIZENSHIP

1. What does one have to do to become a citizen?
2. What does "alien enemy" mean?
3. What is our national emblem?
4. What is our national anthem?
5. Can you recite it?
6. Name five national holidays.
7. How many stripes in the flag? Why?
8. How many stars?
9. In what ways may respect be shown to the flag?
10. Do you fly a flag at your home?
11. Why is the United States considered a democracy?

THRIFT

1. Do you earn money?
2. What do you do with it?
3. What part do you save? Spend foolishly? Give away?
4. Have you a bank account?

OBSERVING VOCATIONS

1. Have you begun to think what you are going to be?
2. What do you plan to be?

3. Is it better to make a life or a living? Why?
4. Name two things that should be considered in choosing a life work.

World Brotherhood

1. Do you believe in the foreign missionary enterprise?
2. Why?
3. Can you name two great missionaries?
4. Do you give to missions?
5. What do you mean by calling America a "melting-pot"?
6. What is Ellis Island?
7. What is your attitude towards foreigners?
8. Is the Negro worth educating?
9. The Mexican?
10. The Indian?
11. Why?

Training for Service

1. Have your ever had any First Aid or Safety First instruction?
2. Is it fair to expect every man to render some sort of service?
3. Could there be such a thing as modern society if there was no service?
4. What sort of service do you render?
5. Do you expect to train yourself so you can render some sort of service?
6. What sort of service?

CHAPTER X

EFFICIENT LEADERSHIP

The *Leader* of boys need not be long in doubt as to what such leadership, to be efficient, requires of him by way of investment. No one who considers giving himself to this effort should undertake the work without counting the cost. In times past, men have been invited to work with boys on the score of its being an easy task. He is unwise, indeed, who offers or accepts such a proposal now.

What, then, are the requirements for efficient leadership? The essentials, at least, may be stated and considered briefly. They are: (1) Personal character; (2) a sympathetic relationship with boys; (3) a knowledge of boy life; (4) a knowledge of educational processes; (5) familiarity with the plan which is to be used to bring the character-building challenge to the boy.

(1) *Personal character.* "Character is caught, not taught" is a statement which neatly summarizes what may be said on this subject. Back of every contact between *Leader* and boy will be the silent influence of the *Leader's* life. "What you are speaks so loudly that I cannot hear what you say," is the unspoken, and perhaps unconscious, conclusion which many a boy reaches regarding the man who seeks to lead him.

This does not imply that perfection is needed in such a *Leader*, however. The boy is fair in his judgment; he does not demand the impossible. What, then, are the elements which must enter into the character of this man who is privileged to lead boys?

First, a life which squares with his teaching. He may not challenge the boy to honesty unless he, himself, is transparently honest. Purity of thought may not be taught successfully unless there is purity of life back of such teaching. In place of perfection, the boy will accept honest endeavor. In short, the man who is content to be one with the boys, leading them, of course, but frankly sharing with them their own struggles toward the

best there is in life, has one of the fundamental elements for making good as a *Leader*. But failure awaits the man who is not what he pretends to be.

In the second place, his reputation is next in importance to his real character. The assumption, "It does not make any difference what people think about me so long as I know that I am all right," is a foolish conclusion. It does make a difference—the difference, frequently, between failure and success. The wise *Leader*, therefore, will not only live his life aright, but will be careful to avoid any appearance of failing to live rightly. The fondling of younger boys, or too constant physical contact with them, is a source of great danger to the reputation of a *Leader*—and may be a source of danger to his character as well.

(2) *A sympathetic relationship with boys.* Perhaps the best foundation for this is a keen memory of one's own boyhood. The man who can remember his own boyhood struggles will be more likely to have full sympathy with other boys in their struggles. If he be a very wise *Leader* he will not try to relieve the boy from these struggles, but will have a friendly relationship to him as he meets the tests they bring him.

This sympathy with boyhood calls for the "square deal." Regardless of its origin, that phrase has a place in working with boys. A boy can forgive a *Leader* who makes a mistake, but he finds it very hard to forgive one who is unfair. The *Leader* who, having made a mistake, frankly says so, even though that must be done in the presence of the entire group, indicates his desire to play fair. Unconsciously, frequently, the boy discounts the man who is not openly fair in his dealings.

This sympathy likewise calls for a willingness to overlook a boy's mistakes, a patience with the boy in his shortcomings. A sense of interdependence, the boy and the man each leaning on the other, if understood in a subtle way and not openly made a subject for discussion, may go far toward establishing the right relationship.

(3) *A knowledge of boy life.* What that knowledge shall consist of is amply made clear in other chapters of this manual (particularly the one on the boy from twelve to fourteen, page 68). That the *Leader* needs such knowledge is clear. The Program proposed consists of approaches along physical, mental,

service, and devotional lines. To know the boy-development in each of these directions is essential to the carrying out of such a program. Abundant material is furnished in this book to meet ordinary needs.

(4) *A knowledge of educational processes.* This is essentially a program of religious education. Hence the *Leader* needs to know the educational processes by which the boy may be led. One boy learns most quickly by hearing; another, by seeing; still another, by saying or re-stating what he has heard; and still another, by doing. The average boy learns more quickly and permanently by other processes than by merely hearing. Yet, until we know that, we may repeat the common mistake of imparting knowledge by verbal statement. Undoubtedly, the great abstract truth or concrete fact which may be imparted in several ways is most likely to make an impression.

How important this is may be seen at a glance. Here is a group of boys before a *Leader;* he wishes to bring some special fact to their attention, and seeks to impart this knowledge in a way that will cause them always to remember it. He states it; he visualizes it before them, by writing or by diagram or picture or object; he causes them to tell him about it; and then, if possible, he makes it possible for them to work it out in practice. He has reached every boy by the process which is best used by that boy to secure knowledge; he has likewise added to this one process, peculiar to each boy, each other of the three processes with their cumulative values.

Merely stating a fact is the easiest of all methods for the *Leader;* it is the "lecture method" of the teacher who is too lazy or incompetent to do anything else. It has a limited place in adult groups, but a very small place in boy groups. Let the boy learn by doing just as largely as is possible under the circumstances.

(5) *Familiarity with the plan to be used.* In this case, the call is to the *Leader* to know this Program, to know its purpose—what is behind it, and what it seeks to secure in boy development. It is incumbent, too, that he shall know its content, and the processes by which that content is made available and attractive to the boy. Full provision is made in other chapters of this manual for the instruction of the *Leader* in these matters.

Efficient leadership calls for time investment. The *Leader* cannot carry a group through this Program without putting some real time at the service of these boys. A minimum would doubtless be a period of time once in two weeks, and even this should be supplemented by time for outings and trips. Usually a period once a week will be the normal investment; if the leader is a Bible school teacher, this period must be in addition to the Sunday hour. Dependableness in appointments and punctuality in opening and closing group meetings are valuable elements.

Efficient leadership calls for ingenuity. To get into a rut is fatal. Freshness and the element of the unexpected are worthwhile aids in maintaining interest. Illustrative material helps to brighten any course of requirements or presentations. The *Leader's* own life and experience, and the daily life of the boys, frequently will furnish the best of this material.

Preparation in advance is one of the qualities of the efficient *Leader*. To have a plan for weeks ahead, and work to it, is a useful lesson to learn.

Efficient leadership looks toward its own effacement. He is a skilled physician who causes his patient to get well, so that the physician is no longer needed. He is a skilled *Leader* who throws responsibility in increasing measure upon the growing boy so that the *Leader* retires to the background—and is, eventually, no longer necessary. It is evident that this boy must, sooner or later, shift for himself; the *Leader* is preparing him for this step. His preparation can come only by practice.

The ability to give efficient leadership of the kind described in this chapter is not confined to the exceptional man. If it were, this Program could never succeed. It is possible for the average man to give such leadership. It is not so much dependent upon equipment as it is upon interest and willingness to make sacrificial investment in behalf of the boy. The man who says, "I could never meet all these tests" is, ordinarily, simply trying to excuse himself from making the effort. "He can who thinks he can," is a good motto for man as well as boy.

CHAPTER XI

FUNDAMENTAL RELATIONSHIPS

Every *Leader* should take into consideration the other relationships of the boys in his group—the relationships outside of the group itself. In some ways the most serious of all mistakes is made by leaders of boy groups who fail to recognize the place in the boy's life of his home, his church, his school (or his work) and, increasingly, the place of the institutions of organized society which have to do with his leisure time, such as the playground.

Parents who are eager for the best for their boy, but who are confused by the increasing number of demands on the boy's time, will welcome the *Leader* who is wise enough to construe this Program as a coordinating agent, an effort to take the several elements in the life of a normal boy and correlate them to secure a balanced whole. With such an effort, thoughtful parents may well work in full sympathy.

The Home. The place of the home in a boy's life is a widely variant factor. The range extends all the way from the homeless boy to the one whose home is in all respects adequate. It is a mistake to measure the functioning of the home entirely by the money standard. The home of poverty may function while the home of affluence fails. In the matter of his moral and spiritual growth, many a boy of a rich home is more needy than the poor boy.

All of the elements in the home situation may not be clearly stated, even briefly, in a small space. Several suggestions are worth earnest consideration.

1. The *Leader* should know the home conditions surrounding each boy. This will take time, but it will be time well invested. He cannot know his boy, and the best way to be of help to him until he knows his home.

2. The *Leader* will aim to recognize and utilize every good influence which the home brings to the boy's life. He will ally himself with the home at every possible point where the best

interest of the boy is to be considered and conserved. Conversely, he will be keen to avoid conflict with the home in its constructive dealing with the boy. By way of illustration: The home may deem it best for the boy not to be away on the usual evenings of a school week; therefore, the *Leader* may find it best not to have a group meeting in the evening.

3. The *Leader* will attempt to neutralize any influences of the home which are working to the boy's hurt. This will take tact and wisdom. It may be questioned whether the *Leader* is ever justified in taking open and flagrant opposition to the home, if the boy is to continue to live there. It is a serious matter for a *Leader* of a group of boys to interpose himself and his plans between the boy and his parents. Yet there may be times when he can exert a quiet influence for better things, that will successfully offset a home influence that is costly to the boy's best good. Tactfulness here is a priceless possession.

In brief, then, the *Leader* will recognize that the careful parent is ready to join with him in the working out of the boy's best development; to this end his group will be but an extension of the home, where this is possible.

The Church. This Program is based on Christian ideals. Its provisions are therefore in full sympathy with the plans of the Christian Church. Whether the group shall be within or without the organized local church, it is assumed that the *Leader* will seek to establish in every way a vital contact between each boy and his own church.

1. The boy should be encouraged to be loyal to the church school. The provision made in the Program for this emphasis meets but a part of the *Leader's* privilege. That the *Leader* himself is so loyal will count as a great influence.

The *Leader* of a group of boys sometimes faces the question of the inadequacy of a given Sunday school. It is neither just to the boy nor to the church to withhold the boy from a normal church school connection because a local situation is not satisfactory. The *Leader's* best work may consist in helping to improve the conditions.

2. The boy at this period should respond readily to the idea of church membership. It is normally the period for such response, especially if the boy has had consistent Christian training.

The *Leader* should keep in the closest possible touch with parent and pastor to work out, with them, the best contribution which the group or club can bring to this decisive step in a boy's life—a step in which intelligent action on the boy's part should be a vital factor.

3. There may be a *Leader* who has boys in his group who are identified with churches outside of the Christian faith, or boys whose church affiliations, although Christian, are not in sympathy with all the ideals and methods of this Program. Certain suggestions may help in a case like this:

a. The distinctively Christian features of this Program are essential to its best success, and their removal will rob the Program of one of its strongest elements. It is not to be recommended, therefore, that the good of the greater number of boys should be jeopardized because of the presence in the group of a few who are not in sympathy with these elements. To lower the standards of the Program would, therefore, be a mistake.

b. There should be generous recognition given to boys who are sympathetic with the ideals of the Program, and who are willing to work toward achieving these ideals, but whose church relationship differs from that contemplated in the text of the Program. So far as it is possible to do so, the *Leader* should allow generously for substitutions. The objective of the Program is to build character on the basis of Christian ideals, rather than to get boys to conform to a selected creed. All who are willing, of themselves or by the action of their parents, to respond to this challenge should be welcomed as members of the local group, even if some adjustments are made which recognize differences in church practice—always preserving the ideals for which the Program stands.

c. Should the entire group be outside of the area to which the Program is especially adapted, the *Leader* will need to face the question squarely as to whether he can remove from the Program content all that might be objectionable to his group and still give them a Program which is worth his time and their effort. If he can, it may be well to proceed; if he cannot, he may well question the wisdom of using the Program in part. Surely the appeal of all-round development should be acceptable to every

boy, regardless of his church affiliations; if it is not acceptable, as a challenge, this is probably not the Program that should be used.

The School. Assuredly this Program must function along with the school, or it will fail. To oppose the school would be fatal; to be indifferent to the school, scarcely less so. This is more than a Program for the leisure time of the boy; hence his school time and interests are taken fully into account.

A boy who is entered in this Program should do better school work and be in better relationship to his whole school situation because of the stimulus which the Program gives.

1. The content of the Program recognizes, in the tests, the whole phase of school life. This should be a point of contact between the *Leader* and the boy's school teacher. They should work together for the boy's best interest.

2. The "public opinion" of the group should be favorable to school standing and right discipline. The *Leader* can help in many ways to form this opinion. To be a laggard at school or a trouble-maker should not find favor with the group.

3. The *Leader* may also help to mold sentiment in favor of continuance at school. In some localities the tendency is to leave school at the earliest possible moment. This should be offset by the group attitude, which will respond quickly to leadership.

Industry. The boy in this group is prevented by Federal statute from going to work before fourteen years of age. State and local laws vary in the control of this matter beyond the age of fourteen. The *Leader* has a distinct obligation to the boy who goes to work to insure careful selection of the position to be taken, looking toward the boy's interests in the future. There is also an obligation to see that the boy retains a continuation relationship to his school training. The challenge of this Program should be sufficient, under right leadership, to (1) keep a boy in school as long as possible and to (2) help the boy to continue in his studies even after he leaves school.

It is evident, from the above paragraphs, that the *Leader* has both an obligation and a privilege in connection with the boy's many relationships outside of the group taking the Program; in fact, the Program, if rightly interpreted, is a correlating agent in the boy's normal life.

CHAPTER XII

THE COUNTRY BOY

The Hunger to Belong

The hunger to "belong" is regarded as a fundamental instinct among boys between twelve and eighteen years of age. The boys themselves often satisfy this hunger to belong to something by organizing, entirely on their own account, gangs or clubs without the friendly guidance and leadership of adults. Just look around and you may find one of these gangs of boys in your own village. Perhaps it is an athletic club or social club with a hang-out in some vacant store, barn, or office. At this sort of club the fellows, when left to shift for themselves, sit about a stove and tell stories which burn into the lives of home-trained boys and leave ugly scars which the years do not erase. The most important equipment of such a club consists in a few packs of playing cards, usually very dirty and grown soft and fuzzy-edged with constant use. A pool table stands shabby and ragged in the center of the room, in the hands of its fourth or fifth but, at any rate, its final owners. There are thousands of these clubs in the villages and farm centers of America. They are evidence of the belonging spirit without control and without adult leadership. Such an uncontrolled club will drag the older boys of your community down faster than the ministers and the school teachers can build them up. If the gang hasn't its club room, probably you will find it night after night in the pool hall or country store. Although not so well organized, here is evidence of the belonging instinct. It is possible that in your community there has never been a club of boys, but if you are in any doubt about the boys having the hunger to belong to something, call a bunch of them together in your home and ask them if they want to join a club or group. Your ears will ring with the cries of "Yes, yes" from every throat.

To control and to utilize this fundamental instinct of boys, numerous organizations have arisen in recent years—some em-

phasizing an interest in crops or livestock; some featuring camping and woodcraft. Christian parents and friends of boys, however, are now thoroughly convinced that this fundamental belonging instinct must be used in teaching Christian character to boys. Christian character in these days means so much that any adequate program or plan must include the fundamental phases of human life—the physical, the intellectual, the devotional, and altruistic service. It is to aid these pastors, business men, and farmers in rural communities of America, who want to satisfy this hunger to belong in the country communities and work toward the formation of Christian character, that the following suggestions are made regarding the use of this Program.

How to Satisfy This Hunger to Belong

First: Some man who sees his opportunity of investment of personality becomes a group *Leader*. The group *Leader* assumes responsibility for a group of boys. He is present at each meeting, which is usually held once a week. He is the heart of the Program. He must have faith, love, courage, optimism, a sympathetic interest in boys, and a willingness to share his life with them. As a power-house is to the manufacturing plant, so is the *Leader* to a group of boys.

Second: He calls to his home eight to twelve congenial boys. They should be all older boys or all younger boys. He then explains the Program, and secures from each a pledge to follow all parts faithfully.

Third: He arranges to meet each boy of the group alone, one by one, in his home for a personal interview according to the plan of charting the boy. (For suggestions, see page 72.)

Fourth: The group is organized by the election of president, secretary, and treasurer, all of whom are elected by the boys themselves. The group adopts a simple constitution based on the Christian objective of the Program, which the boys themselves have a part in the making. The *Leader*, in cooperation with the boy-officers, selects a regular place of meeting, and a Bible discussion course, and secures a vote from the group regarding the best night for the regular weekly meeting. It will be well to encourage the boys to express their choice freely.

Fifth: The *Leader* may tie the group to the church as an organized Sunday school class, or the united Sunday school classes of the community.

Sixth: The *Leader* secures an advisory committee of the men in his community who will assist in securing speakers for the practical talks, in providing the necessary group equipment, in Bible discussion, and other phases of the Program. This should be a real committee, not merely one on paper.

Seventh: He lays out a plan for each meeting in cooperation with the boy-officers for at least one month, preferably three months. Suggestions may be found in this manual as to just how this whole program can be reduced to a workable plan for one evening each week. It will be found that special speakers must be secured to present different topics and tests of various sorts carried out. In fact, it will be necessary to pack each meeting of the group full of good things, in order to carry out the minimum program for the year. The *Leader* must put sufficient study upon the program to determine the best arrangement for conducting the various items in this rich and useful system of religious education.

The Program does not make a rural *Leader's* work easier, but it makes it more systematic, more purposeful, and therefore more satisfactory. The man who works hit or miss will not succeed with it, but the man who wants to know boys, and is willing to give time to this work, will find himself from the first making headway. Even the man who is reluctant to assume the responsibility of group leadership will see that here is a plan for boys which is clear, scientific, and therefore entitled to respect.

Rural Needs to Be Met

What are the fundamental needs of rural and village boys of America? Quickly the answer would be, "The same as the needs of boys everywhere." This is, of course, true, but there are also certain needs which life in village and rural communities intensifies. These we will consider, under six objectives:

First, Vital Religion

The village and rural boy needs a vital religion related to his life. This Program connects vitally with the boy's everyday life

at home, at play, at school, and work, and is at the same time a Christian program. Jesus Christ is written right into it. The devotional and service tests are not optional; they are the soul and spirit of the program. It stands foursquare and is the substantial sort of thing that appeals to country folk. Rural boys and young men don't want anything cheap or superficial. A program for a boys' club or group, which does not include the religious objectives as an integral part of it, is in danger of leading the boys to suspect that religion is, after all, not an important part of everyday life. The devotional and service tests so emphasize loyalty to the church and church school that it would seem quite impossible to conduct this plan of work without definitely relating boys to their church and church school.

This Program advocates the idea that religion must be expressed in forms of unselfish service. Therefore every boy undertakes to serve his home, his school, his other fellows, and the community.

Second, Cooperation and Team Play

Village and rural boys need to learn the lesson of cooperation and team play. They are by nature individualists. This is, of course, due to isolation and infrequent opportunity for team work. The farmer of the past generation could live to himself. He didn't have to cooperate, and he didn't. The farmer of today and tomorrow not only cooperates in buying, in selling, and in credit, but he cooperates in community projects, and is demanding that his community shall have good roads and good schools. The next generation of farmers must be schooled in cooperation. The boys must play team and group games, not merely for enjoyment or for physical training, but as one of the very best means of learning cooperation. Village boys, too, need to know how to play the game. One of the very best means of breaking up the social stratification of village life is through recreation. A glance at this Program shows many parts which emphasize this cooperation.

Third, Recreation

The rural and village boys need recreation. At a recent conference of national leaders of rural life, speaker after speaker

arose, representing various organizations, and united in emphasizing the need of recreation in rural life. Older boys cannot be driven from one monotonous task to another. Their natures demand an occasional "good time." Most farm boys have too little play. The idea often prevails in farm homes that play is a waste of time if there is any work that boys might be doing. When not satisfied, this craving for recreation drives boys to the cities and towns where there are movies, entertainments, and fun. Baseball, entertainments, socials, and all kinds of "good times" are a necessity to make country life attractive to boys and to help check the flow from the country to the city.

Fourth, Self-Government

Village and rural boys need training in self-government. The farmer has always safeguarded American liberties. The farmers' boys must receive definite training in the principles of self-government, by belonging to a group of boys where ideals of a democratic free state are practiced. Visit one of these groups in session and you will realize that you have come into a self-governing community, with its own election of officers and committees, with its own laws and penalties, and with its own standard of conduct. Business meetings with a boy president in the chair are conducted with the dignity of a town meeting. The adult *Leader* sits at the side and occasionally coaches and corrects, but the group belongs to the boys themselves. Discipline? Well, boys will take care of that, only the *Leader* must intervene once in a while and prevent the boys from fixing a death penalty for the failure of a committee to report on time.

Fifth, Sanitary Living

The village and rural boys need rational health education. People generally thought that every boy in the country was physically in the pink of condition until the results of the draft boards were issued, and then it was found that the rural and town boys had many physical defects. The prevalence of dirty sex stories and the obscene pictures which are passed from hand to hand, are poisoning the wells of American life. Quickly a program of sex education must be promoted to save the moral and physical vigor of this splendid rural stock. Health knowledge

and health practice are an essential part of this Program. A *Leader* who sees this need can make a great fundamental contribution by following faithfully its suggestions.

Sixth, Idealism in Farm Life

Farm boys need a new appreciation of the opportunities and the usefulness of farming as a vocation. There was a time not long ago when the goal of the man who led and inspired country boys was to lead them out of the country into professional or business life in the cities. The country must continue to supply its quota of men for this world-wide leadership, but in the new appreciation of the importance of rural life has come the challenge that many of the very best rural boys should dedicate their talents to agricultural careers in the name of better methods, better business, and better life on the farms and in the villages. A very distinct aim of the leaders of rural boys has come to be the development of a generation of boys of noble spirit and unselfish ambition, many of whom will seek the fulfilment of their desires in the country.

To recognize and use the mighty energy of rural boyhood of America is the first step in attaining the foregoing objectives.

Rural Boy Power and Its Use

Country boys are resourceful. What country boy hasn't made a bob-sled; hasn't broken a colt to harness; hasn't mended harnesses and wagons; hasn't tried his wits against a bull or a hard-bitted horse? Here is the power of resourcefulness and initiative that the world needs and must have. This mighty power every worker among country boys can direct into the upbuilding of Christian life for the community.

Country boys are industrious. Perhaps the village boy has time on his hands, but the farm boy has a daily round of chores which he learns to perform patiently and thoroughly. There are the cows to milk; there is the firewood which must be taken in; the young stock must be fed. Country life is a school in industry. This Program, which calls for hard work in character achievement, will find a response among country boys who know what hard work is.

Country boys are dependable. To forget to feed the poultry, to fail to milk his cows, are serious home offenses which a boy does not commit more than once. Such a life is also a school in dependability. Nothing is more important in the building of a program for character than this trait, and the rural worker among boys has only to harness this wonderful power to get the most valuable results.

Digging Golden Ore

The rural community today is a mine of leadership. A hasty glance at the birth records of ministers and Christian leaders of this generation shows that a large number were brought up in the open country. Without denying the importance and value of city life for young men and boys, we are face to face with the substantial fact that the leaders of Christian thought have in many instances seen their vision of an opportunity of life service while behind the plow or in the daily routine of farm duty. The same type of fellows is right now in these communities. Who is willing to invest himself in the mining operations to bring to the surface these choice leaders of a future Christian democracy? This Program could be compared to the tools with which to conduct this mining operation. We know where the ore is; we know what sort of machinery will produce the ore. Now this is the only question which arises: "Are there enough community engineers who will dig out and refine the ore?" This kind of a task awaits the country school teacher, the minister, the farmer, the business man who will make any necessary sacrifice for the lives of the boys and young fellows of his community.

The Program and the County Work Plan

The following suggestions are made regarding the use of this Program in counties which are already organized for Y. M. C. A. work:

1. Because the Program is based on the same fundamental principles as County Work, no radical changes of policy need be considered by any county in adopting it. It is essentially an enrichment of the same sort of program which has been used in County Work practice. Wherever there is an organized group of

younger or older boys in the County Work field, there is a foundation upon which to build the Program.

2. It is of great importance for every county secretary, county committeeman, local committeeman, and local leader, to master the content of the Leaders' Manual and the Boys' Handbook. It is unfair to draw the deduction that this is too complicated for use in County Work fields until this study is made. The more study that is put on this Program, the simpler and more easy of operation it appears.

3. The Program should be used as a whole. Trying a piece of it here and there is not a fair test of the Program. The minimum standard under each test and the simplified charting should bring it within the ability of County Work leaders. Changes or modifications in the Program should not be undertaken by the individual leader without consultation with the county secretary, and an evident need for such changes. It is understood that this Program in the process of time will be revised, so that any criticisms or suggestions regarding its working value should be noted.

4. The practical talks have a very great educational content and, if they are provided substantially as suggested, give any boy a supplementary educational training, which will be of practical value to him. This systematic series of talks working toward a definite goal will be regarded with special favor by secretaries and leaders.

5. In this plan of charting we have organized a personal interview between the *Leader* and his boys, which will be welcomed immediately by many County Work group leaders. "How can I personally know and help my boys?" is a question which every conscientious County Work leader with boys has asked many times. Depending upon accidents or special circumstances to provide an opportunity for personal talks, the *Leader* rarely gets to know all of his boys and their needs and problems. When it is understood by the group that each fellow is to be charted, it becomes natural for the *Leader* to meet his boys. Any doubting secretary of *Leader* should chart a boy and be convinced.

Those desiring to bring the plan of the Association into their own community should do as follows:

1. Get in touch with your own state Y. M. C. A. If you cannot find its address, write to the International Committee of the Young Men's Christian Associations, County Work Department, 347 Madison Avenue, New York City, and the address will be forwarded to you.

2. Do not try to organize your county for your own community for the Y. M. C. A. work. You should be guided in this by your state secretary, who will give you personal help in organization and supervision.

CHAPTER XIII

TRACK AND FIELD ATHLETICS

Section 1. Basis of Grading for Athletic Events
Section 2. Rules for Conduct of Athletic Events
Section 3. Scoring Tables
Section 4. Suggestions for Boys' Athletic Meet
Section 5. Athletic Records

SECTION 1

Basis of Grading for Athletic Events

The weight classification has been chosen for the athletic events of this program because it is the most simple, conforms to existing efficiency tests, and is most practical for the *Leader*. The following is the weight classification:

Class I.	60 to 80 lbs. inclusive	80 lb. class.
Class II.	81 to 95 lbs. inclusive	95 lb. class.
Class III.	96 to 110 lbs. inclusive	110 lb. class.
Class IV.	111 to 125 lbs. inclusive	125 lb. class.
Class V.	18 years and under Weight unlimited	unlimited class.

In rare instances there are boys who are handicapped by a straight weight classification. For instance, a boy twelve years old weighing 120 lbs. would be outclassed in the 125 lb. class. There are a few boys who are given an undue advantage. A boy seventeen years old weighing 100 lbs. would outclass any boy of fourteen or fifteen in the 110 lb. class. In competition with other groups, the straight weight classification should be followed, but in competition within the group the *Leader*, with the consent of the group, could make exceptions of these boys and grade them according to the following averages and classifications:

A summary of study of the average weight of 67,987 boys in the United States gives the following results for the varying ages:

12 years— 69.8 lbs.	15 years— 91.4 lbs.
13 years— 75.2 lbs.	16 years—111.9 lbs.
14 years— 82.3 lbs.	

These averages, applied, result in the following age and weight classification which may be used:

Class I.	Boys 12 years, irrespective of weight. Boys 13 years, under 81 lbs.
Class II.	Boys 13 years, 81 lbs. and over. Boys 14 and 15 years, under 96 lbs.
Class III.	Boys 14 and 15 years, 96 lbs. and over. Boys 16 and 17 years, under 111 lbs.
Class IV.	Boys 16 and 17 years, 111 lbs. and over.
Class V.	Boys 18 years, irrespective of weight.

Athletic Events Summary

Class I 60 to 80 lbs. inclusive 80 lb. Class	*Class II* 81 to 95 lbs. inclusive 95 lb. Class
1. One Lap Potato Race	1. One Lap Potato Race
* 2. Three Lap Potato Race	* 2. Four Lap Potato Race
3. 50 Yard Dash	3. 75 Yard Dash
* 4. 75 Yard Dash	* 4. 100 Yard Dash
5. Standing Broad Jump	5. Standing Broad Jump
* 6. Pull Up—Four Times	* 6. Pull Up—Five Times
* 7. Running High Jump	* 7. Running High Jump
8. Running Broad Jump	8. Running Broad Jump
* 9. One Day Hike Eight Miles	* 9. One Day Hike Ten Miles
*10. Century Hike 100 Miles in a Year	*10. Century Hike 100 Miles in a Year
11. Baseball Throw	11. Baseball Throw

Each event counts a maximum of 20 points
Total, 10 events, 200 points

The six starred events are required. Participants may pick four of the remaining five to make ten events.

Class III
96 to 110 lbs. inclusive
110 lb. Class

1. Two Lap Potato Race
* 2. Five Lap Potato Race
3. 75 Yard Dash
* 4. 100 Yard Dash
5. Standing Broad Jump
* 6. Pull Up—Six Times
* 7. Running High Jump
8. Running Broad Jump
* 9. One Day Hike
Twelve Miles
*10. Century Hike
100 Miles in 6 Mos.
11. Baseball Throw for Distance
12. Shot Put

Class IV
111 to 125 lbs. inclusive
125 lb. Class

1. Two Lap Potato Race
* 2. Six Lap Potato Race
3. 100 Yard Dash
* 4. 220 Yard Dash
5. Standing Broad Jump
* 6. Pull Up—Seven Times
* 7. Running High Jump
8. Running Broad Jump
* 9. One Day Hike
Fourteen Miles
*10. Century Hike
100 Miles in 6 Mos.
11. Baseball Throw for Distance
12. Shot Put

Class V
Weight unlimited
18 years and under
Unlimited Class

1. Three Lap Potato Race
* 2. Eight Lap Potato Race
3. 100 Yard Dash
* 4. 220 Yard Dash
5. Standing Broad Jump
* 6. Pull Up—Eight Times
* 7. Running High Jump
8. Running Broad Jump
* 9. One Day Hike
Eighteen Miles
*10. Century Hike
100 Miles in 6 Mos.
11. Baseball Throw for Distance
12. Shot Put

Each event counts a maximum of 20 points
Total, 10 events, 200 points

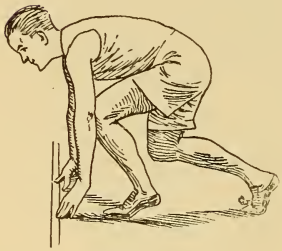
The six starred events are required. Participants may pick four of the remaining six to make ten.

SECTION 2

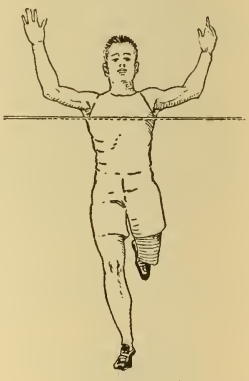
Rules for Conduct of Athletic Events

Potato Race

1. This race is run around boxes four inches deep, placed upon stands two feet high, whose base shall not measure more than 12 inches square. They shall be placed upon the floor 31 feet apart at their outside edges. The boxes shall not be loaded or fastened in any way to the floor. The base of the box is placed in the center of a sixteen-inch square (outside measurement), marked on the floor. When competition is within the group, a chair with tin pail makes a very good box and stand; in inter-group competition standard boxes should be used. The runner shall start with one potato in his hand on a line with the outside edge of the box in which are placed the other potatoes. He shall circle outside the boxes, transferring one potato each for each lap into the other box and finish across the starting line. If a runner knocks over a box or moves a box so that any part of the base projects beyond the square marked on the floor, he shall be disqualified, but he may be given one other trial by the judges. No rubber or mats of any similar material shall be placed on the floor, but the use of resin will be allowed.



Sprint—Start



Sprint—Finish

Sprints

2. *The Distance* should be accurately measured with a cotton or steel measuring tape. If there are only one or two stop-watches, each boy should run alone. It will help the boy who is being tested if one or more boys run with him as "pace makers."

The Start is of great importance. The "crouching position" is the most popular. The front foot is placed about six inches behind the line; the rear foot is placed so that when kneeling the knee is opposite the instep of the front foot. Small holes are made in which the feet are placed. When the starter says, "Get on the mark," the boy kneels on the knee of his rear leg and places his hands on the line. At the command, "Get set," this knee is raised slightly and the body is pushed forward a little, the boy being on the alert for the report of the pistol or the word, "Go." A pistol with blank cartridges or a toy pistol is much better than saying "Go" as it makes it easier for the timers as well as for the boy.

The Timers are those who take the time of the runners. Stop-watches should be used, as it is impossible to time accurately with ordinary watches. The watches should be accurate and tested by a jeweler so that they are regulated alike. The timers stand at the finish line and start their watches when they hear the pistol or the word, "Go," and stop them when the boy whom they are timing crosses the finish line. It is an aid to both runners and timers to stretch a piece of yarn across the finish line just where the boys will be able to break it with their chests. Two watches should be used for a boy running alone or for the first boy when more than one is running. If there is a difference between the time of the two watches the slower time is recorded. Each boy will be allowed to run but once, unless the person in charge allows a second trial on account of the boy's tripping or falling or for some unavoidable cause. Considerable experience is necessary to time accurately.

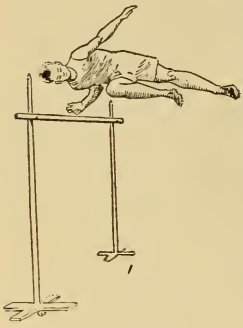
Standing Broad Jump

3. A piece of wood eight inches wide is sunk level with the ground. This is called the "take-off." A line may be made on the ground where a board is not used. The boy stands on the board so that his toes are just even with the edge. With clenched fist he swings his arms forward and backward and jumps so that he lands on both feet. If he steps over the edge of the board it is a foul and counts as one trial. The jump is measured by placing

the free end of the tape at the edge of the board and measuring to the nearest mark on the ground made by *any part* of the boy. If a boy falls or steps backward, the distance measured is not where his feet landed, but where he made a mark when he fell or slipped back. Care should be taken to have the tape at right angles to the board. Each boy shall have three trials and the best shall be the one recorded.

Running High Jump

4. For this event two uprights, two pins, and a cross-stick or bar are required. The uprights may be made of two- by-three-inch sticks, six feet in length. Beginning two feet above the ground, holes are bored one inch apart. The uprights should be placed on the ground nine to twelve feet apart. The cross-stick or bar should be one inch square and ten to fourteen feet in length. A rope cannot be used instead of the cross-stick. A bamboo fishing-rod is often used for the cross-stick. This bar rests on five-inch pins or wire nails, which project not more than three inches from the uprights. The ground is dug up and leveled off where the boys will land.



Running High Jump

The bar is placed at the lower limit of the weight class and is raised one inch at a time. Each boy is allowed three jumps at each successive height, and takes his jump in turn. Those who fail on their first trial take their second trial in turn and those who fail on their second trial take their third in their proper order. When a boy fails on this third trial at any height, he is declared out of the test and is given credit for the last height which he cleared. Knocking down the bar is counted as a trial. Running under the bar is a "balk." Three balks are counted as one trial. The boy may run any distance and from any direction before making his jump.

The height of each jump is measured by holding the free end of the tape so that it just touches the ground directly beneath the center of the bar and reading the height on the upper side of the

bar or stick. Care should be taken to see that the ground is perfectly level and that the tape is held vertical.

Running Broad Jump

5. For this event it is very important to have the take-off board sunk level with the ground, so that it is very firm. The boy may run any distance, starting slowly and gradually increasing his speed, and judging his distance so that he will jump from the take-off board with one foot and land on the ground on both feet. If the boy's foot goes beyond the edge of the take-off board, it is a foul and counts as one trial. Each boy has three trials and the best jump is recorded.

The ground should be dug up and leveled off so that the boys will not injure themselves when landing. The ground should be smoothed over after each jump. The measurement is made in the same way as for the Standing Broad Jump.

Putting the Shot

6. The shot is a metal ball, a stone, or a bag filled with shot weighing exactly eight pounds. It can be made by melting some old lead in a cup and trimming it so that it is as round as possible. It is "put" with one hand and in doing so, the shot must be above and not behind the shoulders. It must not be a throw. A "put" is made from a circle seven feet in diameter. The circle is marked on the ground and is divided into halves by a line drawn through the center. In the middle of the circumference on the front half is placed a curved stop-board, four feet long, four inches high, and fixed in place by means of pins fastening it to the ground. In making a "put," the feet of a boy may rest against but not on top of this board.

A fair "put" is one in which no part of the boy touches the top of the stop-board, the circle, or the ground outside of the circle and the boy leaves the circle by its rear half, which is the half directly opposite the stop-board. A "put" shall be a foul if any part of the boy touches the ground outside the front half of the circle before the "put" is measured. The measurement is made from the inner edge of the stop-board to the nearest mark on the ground made by the shot. Each boy is allowed three trials in turn and the best "put" is recorded.

Throwing for Distance

7. This event may be conducted on the road or in a field. The starting line is made on the ground. Another line is made fifteen feet back of the starting line. In making his throw, the boy starts at the back line and runs to the starting line. If he goes over the starting line, it is a foul and counts as a trial.

Each boy is allowed three trials in turn, and the best throw is recorded. Only the regulation baseball that weighs five ounces and is nine inches in circumference is used for the test. The measure is taken from the starting line to the nearest mark on the ground.

SECTION 3

Scoring Tables

Class I. 60–80 Lb. Class

Pts.	One Lap Potato Race	Three Lap Potato Race	50 Yard Dash	75 Yard Dash	Pts.
	sec. fifths	sec. fifths	sec. fifths	sec. fifths	
20	4.3	16.3	6.3	10.2	20
19	4.4	16.4	6.4	10.3	19
18	5.0	17.0	7.0	10.4	18
17	5.1	17.1	7.1	11.0	17
16	5.2	17.2	7.2	11.1	16
15	5.3	17.3	7.3	11.2	15
14	5.4	17.4	7.4	11.3	14
13	6.0	18.0	8.0	11.4	13
12	6.1	18.1	8.1	12.0	12
11	6.2	18.2	8.2	12.1	11
10	6.3	18.3	8.3	12.2	10
9	6.4	18.4	8.4	12.3	9
8	7.0	19.0	9.0	12.4	8
7	7.1	19.1	9.1	13.0	7
6	7.2	19.2	9.2	13.1	6
5	7.3	19.3	9.3	13.2	5
4	7.4	19.4	9.4	13.3	4
3	8.0	20.0	10.0	13.4	3
2	8.1	20.1	10.1	14.0	2
1	8.2	20.2	10.2	14.1	1
0	8.3	20.3	10.3	14.2	0

Scoring Tables

Class I. 60–80 Lb. Class (Continued)

Pts.	Standing Broad Jump	Running High Jump	Running Broad Jump	Baseball Throw	Pts.
	ft. in.	ft. in.	ft. in.	ft.	
20	7.1	4.1½	14.2	130	20
19	6.11¾	4.0¼	13.9	127½	19
18	6.10½	3.11	13.4	125	18
17	6.9¼	3.9¾	12.11	122½	17
16	6.8	3.8½	12.6	120	16
15	6.6¾	3.7¼	12.1	117½	15
14	6.5½	3.6	11.8	115	14
13	6.4¼	3.4¾	11.3	112½	13
12	6.3	3.3½	10.10	110	12
11	6.1¾	3.2¼	10.5	107½	11
10	6.0½	3.1	10.0	105	10
9	5.11¼	2.11¾	9.7	102½	9
8	5.10	2.10½	9.2	100	8
7	5.8¾	2.9¼	8.9	97½	7
6	5.7½	2.8	8.4	95	6
5	5.6¼	2.6¾	7.11	92½	5
4	5.5	2.5½	7.6	90	4
3	5.3¾	2.4¼	7.1	87½	3
2	5.2½	2.3	6.8	85	2
1	5.1¼	2.1¾	6.3	82½	1
0	5.0	2.0½	5.10	80	0

Scoring Tables

Class II. 95 Lb. Class

Pts.	One Lap Potato Race	Four Lap Potato Race	75 Yard Dash	100 Yard Dash	Pts.
	sec. fifths	sec. fifths	sec. fifths	sec. fifths	
20	4.0	22.0	9.4	12.1	20
19	4.1	22.1	10.0	12.2	19
18	4.2	22.2	10.1	12.3	18
17	4.3	22.3	10.2	12.4	17
16	4.4	22.4	10.3	13.0	16
15	5.0	23.0	10.4	13.1	15
14	5.1	23.1	11.0	13.2	14
13	5.2	23.2	11.1	13.3	13
12	5.3	23.3	11.2	13.4	12
11	5.4	23.4	11.3	14.0	11
10	6.0	24.0	11.4	14.1	10
9	6.1	24.1	12.0	14.2	9
8	6.2	24.2	12.1	14.3	8
7	6.3	24.3	12.2	14.4	7
6	6.4	24.4	12.3	15.0	6
5	7.0	25.0	12.4	15.1	5
4	7.1	25.1	13.0	15.2	4
3	7.2	25.2	13.1	15.3	3
2	7.3	25.3	13.2	15.4	2
1	7.4	25.4	13.3	16.0	1
0	8.0	26.0	13.4	16.1	0

Scoring Tables

CLASS II. 95 LB. CLASS (Continued)

Pts.	Standing Broad Jump	Running High Jump	Running Broad Jump	Baseball Throw	Pts.
	ft. in.	ft. in.	ft. in.	ft.	
20	7.7½	4.5½	15.2	154	20
19	7.6¼	4.4¼	14.9	151½	19
18	7.5	4.3	14.4	149	18
17	7.3¾	4.1¾	13.11	146½	17
16	7.2½	4.0½	13.6	144	16
15	7.1¼	3.11¼	13.1	141½	15
14	7.0	3.10	12.8	139	14
13	6.10¾	3.8¾	12.3	136½	13
12	6.9½	3.7½	11.10	134	12
11	6.8¼	3.6¼	11.5	131½	11
10	6.7	3.5	11.0	129	10
9	6.5¾	3.3¾	10.7	126½	9
8	6.4½	3.2½	10.2	124	8
7	6.3¼	3.1¼	9.9	121½	7
6	6.2	3.0	9.4	119	6
5	6.0¾	2.10¾	8.11	116½	5
4	5.11½	2.9½	8.6	114	4
3	5.10¼	2.8¼	8.1	111½	2
2	5.9	2.7	7.8	109	3
1	5.7¾	2.5¾	7.3	106½	1
0	5.6½	2.4½	6.10	104	0

Scoring Tables

Class III. 110 Lb. Class

Pts.	Two Lap Potato Race	Five Lap Potato Race	75 Yard Dash	100 Yard Dash	Pts.
	sec. fifths	sec. fifths	sec. fifths	sec. fifths	
20	9.3	27.0	9.3	12.0	20
19	9.4		9.4	12.1	19
18	10.0	28.0	10.0	12.2	18
17	10.1		10.1	12.3	17
16	10.2	29.0	10.2	12.4	16
15	10.3		10.3	13.0	15
14	10.4	30.0	10.4	13.1	14
13	11.0		11.0	13.2	13
12	11.1	31.0	11.1	13.3	12
11	11.2		11.2	13.4	11
10	11.3	32.0	11.3	14.0	10
9	11.4		11.4	14.1	9
8	12.0	33.0	12.0	14.2	8
7	12.1		12.1	14.3	7
6	12.2	34.0	12.2	14.4	6
5	12.3		12.3	15.0	5
4	12.4	35.0	12.4	15.1	4
3	13.0		13.0	15.2	3
2	13.1	36.0	13.1	15.3	2
1	13.2		13.2	15.4	1
0	13.3	37.0	13.3	16.0	0

Scoring Tables

Class III. 110 Lb. Class (Continued)

Pts.	Standing Broad Jump	Running High Jump	Running Broad Jump	Baseball Throw	Shot Put	Pts.
	ft. in.	ft. in.	ft. in.	ft.	ft.	
20	8.0	4.7½	16.2	178	34	20
19	7.10¾	4.6¼	15.9	175½	33	19
18	7.9½	4.5	15.4	173	32	18
17	7.8¼	4.3¾	14.11	170½	31	17
16	7.7	4.2½	14.6	168	30	16
15	7.5¾	4.1¼	14.1	165½	29	15
14	7.4½	4.0	13 8	163	28	14
13	7.3¼	3.10¾	13.3	160½	27	13
12	7.2	3.9½	12.10	158	26	12
11	7.0¾	3.8¼	12.5	155½	25	11
10	6.11½	3.7	12.0	153	24	10
9	6.10¼	3.5¾	11.7	150½	23	9
8	6.9	3.4½	11.2	148	22	8
7	6.7¾	3.3¼	10.9	145½	21	7
6	6.6½	3.2	10.4	143	20	6
5	6.5¼	3.0¾	9.11	140½	19	5
4	6.4	2.11½	9.6	138	18	4
3	6.2¾	2.10¼	9.1	135½	17	3
2	6.1½	2.9	8.8	133	16	2
1	6.0¼	2.7¾	8.3	130½	15	1
0	5.11	2.6½	7.10	128	14	0

Scoring Tables

Class IV. 125 Lb. Class

Pts.	Two Lap Potato Race	Six Lap Potato Race	100 Yard Dash	220 Yard Dash	Pts.
	sec. fifths	sec.	sec. fifths	sec. fifths	
20	9.2	33	11.2	28.0	20
19	9.3		11.3	28.2	19
18	9.4	34	11.4	28.4	18
17	10.0		12.0	29.1	17
16	10.1	35	12.1	29.3	16
15	10.2		12.2	30.0	15
14	10.3	36	12.3	30.2	14
13	10.4		12.4	30.4	13
12	11.0	37	13.0	31.1	12
11	11.1		13.1	31.3	11
10	11.2	38	13.2	32.0	10
9	11.3		13.3	32.2	9
8	11.4	39	13.4	32.4	8
7	12.0		14.0	33.1	7
6	12.1	40	14.1	33.3	6
5	12.2		14.2	34.0	5
4	12.3	41	14.3	34.2	4
3	12.4		14.4	34.4	3
2	13.0	42	15.0	35.1	2
1	13.1		15.1	35.3	1
0	13.2	43	15.2	36.0	0

Scoring Tables

Class IV. 125 Lb. Class (Continued)

Pts.	Standing Broad Jump	Running High Jump	Running Broad Jump	Baseball Throw	Shot Put	Pts.
	ft. in.	ft. in.	ft. in.	ft.	ft.	
20	8.7	4.9½	17.2	230	37.0	20
19	8.5¾	4.8¼	16.9	226	35.9	19
18	8.4½	4.7	16.4	222	34.6	18
17	8.3¼	4.5¾	15.11	218	33.3	17
16	8.2	4.4½	15.6	214	32.0	16
15	8.0¾	4.3¼	15.1	210	30.9	15
14	7.11½	4.2	14.8	206	29.6	14
13	7.10¼	4.0¾	14.3	202	28.3	13
12	7.9	3.11½	13.10	198	27.0	12
11	7.7¾	3.10¼	13.5	194	25.9	11
10	7.6½	3.9	13.0	190	24.6	10
9	7.5¼	3.7¾	12.7	186	23.3	9
8	7.4	3.6½	12.2	182	22.0	8
7	7.2¾	3.5¼	11.9	178	20.9	7
6	7.1½	3.4	11.4	174	19.6	6
5	7.0¼	3.2¾	10.11	170	18.3	5
4	6.11	3.1½	10.6	166	17.0	4
3	6.9¾	3.0¼	10.1	162	15.9	3
2	6.8½	2.11	9.8	158	14.6	2
1	6.7¼	2.9¾	9.3	154	13.3	1
0	6.6	2.8½	8.10	150	12.0	0

Scoring Tables

Class V. Unlimited Weight Class

Pts.	Three Lap Potato Race	Six Lap Potato Race	100 Yard Dash	220 Yard Dash	Pts.
	sec. fifths	sec. fifths	sec. fifths	sec. fifths	
20	15.0	32.3	10.4	26.0	20
19	15.1		11.0	26.2	19
18	15.2	33.3	11.1	26.4	18
17	15.3		11.2	27.1	17
16	15.4	34.3	11.3	27.3	16
15	16.0		11.4	28.0	15
14	16.1	35.3	12.0	28.2	14
13	16.2		12.1	28.4	13
12	16.3	36.3	12.2	29.1	12
11	16.4		12.3	29.3	11
10	17.0	37.3	12.4	30.0	10
9	17.1		13.0	30.2	9
8	17.2	38.3	13.1	30.4	8
7	17.3		13.2	31.1	7
6	17.4	39.3	13.3	31.3	6
5	18.0		13.4	32.0	5
4	18.1	40.3	14.0	32.2	4
3	18.2		14.1	32.4	3
2	18.3	41.3	14.2	33.1	2
1	18.4		14.3	33.3	1
0	19.0	42.3	14.4	34.0	0

Scoring Tables

Class V. Unlimited Weight Class (Continued)

Pts.	Standing Broad Jump	Running High Jump	Running Broad Jump	Baseball Throw	Shot Put	Pts.
	ft. in.	ft. in.	ft. in.	ft.	ft.	
20	8.11½	5.1½	18.2	270	42.0	20
19	8.10¼	5.0¼	17.9	266	40.9	19
18	8.9	4.11	17.4	262	39.6	18
17	8.7¾	4.9¾	16.11	258	38.3	17
16	8.6½	4.8½	16.6	254	37.0	16
15	8.5¼	4.7¼	16.1	250	35.9	15
14	8.4	4.6	15.8	246	34.6	14
13	8.2¾	4.4¾	15.3	242	33.3	13
12	8.1½	4.3½	14.10	238	32.0	12
11	8.0¼	4.2¼	14.5	234	30.9	11
10	7.11	4.1	14.0	230	29.6	10
9	7.9¾	3.11¾	13.7	226	28.3	9
8	7.8½	3.10½	13.2	222	27.0	8
7	7.7¼	3.9¼	12.9	218	25.9	7
6	7.6	3.8	12.4	214	24.6	6
5	7.4¾	3.6¾	11.11	210	23.3	5
4	7.3½	3.5½	11.6	206	22.0	4
3	7.2¼	3.4¼	11.1	202	20.9	3
2	7.1	3.3	10.8	198	19.6	2
1	7.11¾	3.1¾	10.3	194	18.3	1
0	6.10½	3.0½	9.10	190	17.0	0

SECTION 4

Boys' Athletic Meet Suggestions

A. EVENTS

I. SHORT DASHES

50 yards
75 yards
100 yards
80 yard low hurdle, 3 hurdle
80 yard high hurdle, 10 yard start, 15 yard finish 6 hurdle
Sack race
Walking race

II. FIELD EVENTS

Standing broad jump
Running broad jump
Running high jump
Shot put, 8 and 12 lbs.
Baseball throw

III. TEAM EVENTS

Relay races are most interesting events. The standard relay is the four-man event, each running one-fourth of the entire distance. From the standpoint of creating interest and for the younger boys, the short-distance relays are most worth while. The shuttle method of running relays is a very quick one, as not only may runs be used with many variations, but shot put and jumps may be run off as relay events by this method. The following is an explanation of the relay and shuttle types of running relays:

RELAY TYPE

The competing teams are lined up in parallel columns of file, behind a take-off line which is marked across the field. The first player in each column, if the event be a jump, jumps forward from the mark. His jump is marked upon the ground by a sharp stick, or if indoors, by a piece of chalk. The column moves up, the first jumper goes to the rear of the line, and the second jumper toes the mark of the first and jumps forward in the same direction as the first jumper

jumped. The column moves forward and the third jumper jumps from the mark of the second. This continues until the entire team has jumped. The composite jump of the whole column determines the distance. Equal numbers of men must jump in each column.

In this type of meet it is necessary to have a very long field if you have large numbers in the columns. In view of this fact, the events should be selected which do not cover too great a distance. The race of the relay type, wherein men are stationed at equal distances along a given course, is pretty well known. The first runner touches off the second; the second, the third; and so on.

In the events of the relay type there should be an official for each team.

Events which can be used in this type of an athletic meet are:

Team relays
Standing broad jump
Frog race, in which competitors travel forward in frog leaps instead of running
Standing hop
Leapfrog jump, in which the down one toes a mark while the second takes a frog leap over his back for distance and gets down at the point where his heels broke the ground, for the third jumper to go over his back
Running broad jump
Weight-throw in back of neck. Weight is held by both hands and thrown backward
Back jump
Two standing broad jump
Standing hop

Shuttle Type

Teams are lined up in parallel columns behind a given take-off line. It is very essential that this take-off line be made prominent and permanent. The columns are grouped in pairs. No. 1 column competes against No. 2 column, No. 3 against No. 4, etc. The columns should be arranged so that the shortest player is in front of each. A good permanent line to

use for the shuttle type of meet is a tennis tape flush with the ground. If the event is a jump, the first competitor of one team takes his place at the take-off and jumps. His record is marked by a line, at one end of which is stuck up a sharp stick. The first competitor of the second column toes the line marked by the sharp stick and tries to jump from that position back to the original take-off. His jump is marked by a line and another sharp stick. The second jumper on the team that jumped first toes the mark made by the jumper on the opposing team, and jumps in the same direction as the first jumper representing his team. These two teams compete against each other, one team jumping against the other in shuttle fashion, until every man has jumped. If the last man to jump on the second team fails to come up to the original take-off, his team has lost the event; but if he jumps and reaches the original take-off line, his team is pronounced the winner. Team No. 3 is competing against No. 4; No. 5 against No. 6; and so on, at the same time that Teams No. 1 and No. 2 compete. Two officials should act, one to mark the jump of each team.

Suggested Events:

Standing broad jump
Running broad jump
Three running broad jumps
Standing hop
Running hop
Shot put
Hop, step, and jump
Backward jump
Baseball throw
Football punt
Football forward pass

B. Suggestions Concerning Athletic Meet

1. Rules

Rules governing all events are found in either the "Army and Navy Athletic Handbook," Association Press; or in the "A. A. U. Athletic Handbook," Spaulding.

II. SPRINTS

Mark out the course with either cord or white line. The lane in which each man runs should be at least three feet wide. Have two finishing posts at the finish line. Stretch a line of red wool or worsted from post to post to assist the judges. Have all starts and finishes plainly marked. It helps very much to have all finishes at the same place.

III. OFFICIALS

It is necessary to have the following officials. Their duties are stated in the handbooks referred to.

One Referee

Four Judges of the Finish, if picking three places: one to pick first place, two to pick second place, one to pick third place

Two or three Timers

One Starter

One Clerk of Course, an Assistant to run field events, and an Assistant to help him with track events

One Announcer

This is very important, both from the standpoint of getting runners out on time and of keeping the crowd informed.

One Scorer and an Assistant Scorer

If distance events are used or sprints are run on an oval track, inspectors would have to be placed at the turns.

If badges are furnished for the judges and several marshals or police are furnished, the track and field space can be kept clear. Roping the field, especially the space at the finish, helps in this respect.

IV. EQUIPMENT

1. *Track Events*

One gun and cartridges for the Starter

One whistle for the Starter

One whistle for the Referee

Numbers and safety pins for competitors

Red worsted for finish line

Score sheets for the Clerk of Course, and the Scorer, with extra sets for the Assistants

Stop-watches for Timers

2. *Field Events*

a. Jumps

Two standards seven feet high
Six cross-bars of wood or bamboo
One measuring tape or measuring stick
One shovel and rake
One take-off board, a joist four feet long, eight inches wide, sunk level with the ground
One balk line six feet from the take-off board
One soft landing pit, ten feet by twelve feet and in line with the take-off twenty-five feet long by four feet

b. Shot Put

One seven-foot circle
One curved toe-board, if possible four feet long, four and a half inches wide, and four inches high
Iron shots, eight and twelve pounds
One measuring tape

c. Baseball Throw

One regulation baseball
One measuring tape
(If measuring tape is not long enough, an arch may be marked off on the ground at any distance desirable and all throws can be quickly measured)

d. Sack Race

As many good sacks as will be needed in a heat

SECTION 5

Indoor Athletic Record

ATHLETIC LEAGUE OF NORTH AMERICA

Event	*Record*	*Name*	*Location*	*Date*
20 yd. swim on back	12 4/5 s.	R. M. Darnell	Memphis	10–21–16
20 yd. swim	8 1/5 s.	Clarence Lane	Honolulu	6–24–16
25 yd. swim	11 4/5 s.	F. S. Gillman	St. Paul	3–18–16
40 yd. swim	19 4/5 s.	John Kelii	Honolulu	
40 yd. dash, swim one turn	22 1/5 s.	Fred Ferguson	Canton	
50 yd. swim	24 2/5 s.	Clarence Lane	Honolulu	
50 yd. swim, breast stroke	34 s.	G. E. Reddall	Brooklyn	3–25–15
50 yd. swim, back stroke	30 s.	Harold Kruger	Honolulu	
75 yd. swim	39 3/5 s.	Clarence Lane	Honolulu	
100 yd. swim	56 4/5 s.	Clarence Lane	Honolulu	
100 yd. swim on back	1 m. 11 s.	Harold Kruger	Honolulu	
100 yd. swim, breast stroke	1 m. 18 4/5 s.	Wm. Fox	St. Paul	3–24–16
150 yd. swim, back st oke	1 m. 53 1/5 s.	Harold Kruger	Honolulu	
160 yd. relay swim	1 m. 15 2/5 s.	Duke Kahanamoku George Cunha Clarence Lane John Kelii	Honolulu	

200 yd. swim	2 m. 12 2/5 s.	Duke Kahanamoku	Honolulu	
200 yd. swim, breast stroke	3 m. 2 2/5 s.	Geo. Keawemahi	Honolulu	
220 yd. swim	2 m. 29 s.	Duke Kahanamoku	Honolulu	
400 yd. swim	6 m. 25 s.	Wm. Fox	St. Paul	3–18–16
400 yd. relay swim	3 m. 44 4/5 s.	Duke Kahanamoku George Cunha Clarence Lane Harold Kruger	Honolulu	7–22–16
500 yd. swim	6 m. 13 1/5 s.	Duke Kahanamoku	Honolulu	
500 yd. relay swim	4 m. 43 3/5 s.	John Kelii Duke Kahanamoku George Cunha Clarence Lane Harold Kruger	Honolulu	7–22–17
Plunge for distance	64 ft.	C. P. Schaub	St. Paul	4– 5–16
Under-water swim	202 ft.	G. E. Reddall	Brooklyn	3–25–15
Running high jump from springboard	7 ft. 10 in.	A. T. Robinson	Brooklyn	10–29–03
Running broad jump	21 ft. 1 3/4 in.	Ferdinand Tuers	Waterbury	12– 6–13
80 yd. relay swim, four men	42 4/5 s.	R. M. Darnell E. Wood R. V. Sims D. Boynton	Memphis	10–21–16

Plunge and swim under water	298 ft. 6 in.	Harry Boardman	St. Paul	7– 1–16
1/4 mile potato race	1 m. 38 3/5 s.	L. H. Perkins	San Francisco	4–27–14
8 potato race	33 1/5 s.	Robt. Brindle, Jr.	Woonsocket	2–13–15
60 yd. potato race	13 1/5 s.	A. J. Connor	Newport	3–13–16
220 yd. potato race	57 4/5 s.	A. J. Connor	Newport	3–13–16
18 ft. rope climb	4 3/5 s.	R. O. Best	Buffalo	7– 2–01
440 yd. walk	1 m. 22 2/5 s.	Edmund V. Ray	Albany	4– 6–10
800 yd. walk	3 m. 14 4/5 s.	W. J. Rolker	Brooklyn	2–25–16
1 mile walk	6 m. 42 2/5 s.	W. J. Rolker	Brooklyn	2–25–16
1 mile relay	3 m. 30 s.	G. J. Schnabel J. J. McEntel C. M. Borgman Horace Hocking	West Side, N. Y.	3–14–11
2 mile relay	8 m. 13 s.	F Oswald H Orchard	Newport	2–20–15
Snap under bar	8 ft.	Luther Miller	Greenville	3–15–16
Putting 16 lb. shot	41 ft. 10 1/2 in.	Arthur P. Stepp	Scranton	10–10–07
Putting 12 lb. shot	54 ft. 4 in.	R. J. Lawrence	Plainfield	3–13–09
Putting 8 lb. shot	55 ft. 1 in.	Wm. F. Wilkie	A. & N., Newport	1–23–15
Running long dive	14 ft. 8 in.	Louis Kilian	Orange	9–12–05
Running high dive from springboard	8 ft. 6 1/2 in.	Chas. Stewart	San Francisco	9–19–98
Running high dive	6 ft. 1 3/4 in.	Walter McNaughton	Plainfield	9–12–05
20 yd. dash	2 3/5 s.	Hinie Orchard	A. & N., Newport	2– 1–15

35 yd. dash	4 2/5 s.	Irving T. Howe	Boston, Mass.	2–19–16
40 yd. dash	4 3/5 s.	H. Orchard	A. & N., Newport	2– 1–15
50 yd. dash	5 3/5 s.	Irving T. Howe	Boston, Mass.	2–19–16
75 yd. dash	9 s.	Carl H. Buenzle	Scranton	10–10–07
100 yd. dash	11 1/5 s.	P. Seidenstricker	Buffalo	10–10–07
220 yd. dash	24 3/5 s.	Irving T. Howe	Boston, Mass.	2–19–16
300 yd. dash	35 2/5 s.	W. J. Marling	Boston, Mass.	2–19–16
Running high jump	6 ft. 1/16 in.	Thos. R. Moffitt	Philadelphia	4– 8–11
Standing broad jump	10 ft. 7 in.	A. M. Bohnert	San Francisco	4–14–15
Two standing broad jumps	21 ft. 3 1/4 in.	David Lane	Bridgeport	12– 5–02
Three standing broad jumps	32 ft. 11 1/2 in.	J. A. Macdonald	Melrose	3–13–01
Standing high jump	5 ft. 1/8 in.	Dr. R. M. Leggett	San Francisco	4–27–14
Pole vault for height	11 ft.	John Wicks	Gary, Ind.	4– 1–16
Fence vault	7 ft. 6 in.	Geo. M. Woodman	Ft. Worth	3–20–15
Standing hop, step, jump	30 ft. 2 in.	Wm. H. Hatfield	A. & N., Newport	1–21–16
Running hop, step, jump	38 ft. 1 in.	Roger E. Daisley	Brooklyn	4–12–15
Double kick	8 ft. 1 3/4 in.	F. C. Crane	Aurora	11–30–01
Running hitch and kick	9 ft.	Chas. R. Toothaker	Philadelphia	5–20–04
Running high kick	9 ft. 4 in.	Paul Auther	Lincoln, Neb.	3–27–08
1/4 mile run	55 4/5 s.	Frank Saurr	Chicago	3–15–08
600 yd. run	1 m. 21 4/5 s.	F. T. Donahue	Boston, Mass.	2–19–16
1/2 mile run	2 m. 3 1/5 s.	C. F. Souder	Toledo, O.	2–22–11
1000 yd. run	2 m. 27 3/5 s.	J. J. Losero	Boston	3–18–16

3/4 mile run	3 m. 52 2/5 s.	Harry Monroe	New Orleans	1–27–05
1 mile run—28 laps	4 m. 40 2/5 s.	Lt. F. V. McNair	Newport	3–30–12
2 mile run	10 m. 19 2/5 s.	Wm. H. Quinn	San Francisco	4–14–15

Outdoor Athletic Record

Athletic League of North America

Event	*Record*	*Name*	*Location*	*Date*
50 yd. dash	5 3/5 s.	B. G. Leake	Ft. Worth	1– 7–05
400 yd. relay	3 m. 53 4/5 s.	Harold Kruger Clarence Lane John Kelii George Cunha	Honolulu	6–24–16
56 lb. weight	30 ft. 3 1/2 in.	Wm. Lynch	A. & N., Newport	6–10–16
100 yd. dash	10 s.	C. W. Swenson	Chicago	
220 yd. dash	22 s.	N. J. Cartwell	Louisville	1–27–05
440 yd. run	52 3/5 s.	E. M. Tourtelot	Chicago	3–15–01
880 yd. run	2 3/5 s.	B. Dodd	Long Beach	4–11–08
1 mile run	4 m. 38 s.	Edw. O'Brien	New Haven	6–22–12
2 mile run	10 m. 19 3/5 s.	A. A. Haigh	Chicago	1–27–05
5 mile run	28 m. 10 1/5 s.	F. Barnikow	Meriden	9–18–09
1 mile relay	3 m. 36 1/5 s.	Paul Smith Elmer Millsap Eugene Kern Elliott Gibbs	Los Angeles	4–11–08

2 mile relay	9 m. 53 4/5 s.	W. McLaughlin J. Cutchley C. English H. Dodd	Paterson	10–10–08
120 yd. hurdles	16 1/5 s.	W. T. Fishley	Chicago	4–30–01
220 yd. hurdles	27 s.	Eugene Kern	Pasadena	4–11–08
Standing broad jump	10 ft. 8 3/4 in.	C. M. King	Dallas	10–29–03
Three standing broad jumps	33 ft. 9 in.	C. M. King	Dallas	10–29–03
Standing high jump	4 ft. 10 in.	C. M. King	Dallas	10–29–03
Run, hop, step, jump	43 ft. 10 1/4 in.	Carl J. Sauer	Bridgeport	6–22–12
Running high jump	6 ft. 5/8 in.	Robt. C. Merriam	Pasadena	4–11–08
Running broad jump	21 ft. 11 5/8 in.	Elliott Gibbs	Pasadena	4–11–08
Pole vault height	11 ft. 5 1/4 in.	Harry Wessels	New Britain	9– 5–10
12 lb. shot put	46 ft. 6 1/4 in.	A. B. Gunn	Buffalo	6–22–07
16 lb. shot put	40 ft. 7 in.	A. B. Gunn	Buffalo	
12 lb. hammer without turn	130 ft.	E. VanGent	Ottumwa	6–18–10
12 lb. hammer with turn	123 ft. 5 in.	A. B. Gunn	Buffalo	6–22–07
16 lb. hammer with turn	128 ft. 7 in.	A. A. Johnson	St. Louis	
Discus (free style)	123 ft. 2 in.	Harry Kanatzer	Kansas City	7–24–09

CHAPTER XIV

AQUATICS

SECTION 1. SWIMMING
SECTION 2. WATER SPORTS
SECTION 3. SUPERVISION
SECTION 4. SWIMMING RECORDS
SECTION 5. BIBLIOGRAPHY

SECTION 1

B. DEANE BRINK

Oh, boy! It was great! Never was there anything that brought so much joy into life as that "Ole Swimmin' Hole," or the "Tank" in the old "Y." The thrill of the splash! The fun of being in the midst of that wriggling, diving, splashing bunch of humanity! It was great fun and it brought with it a sense of mastery and achievement that made it a real joy.

Swimming is a fine all-round exercise. Because the body lies flat the heart does not have to work as hard to pump the blood as when the body is standing up. It tones up the nerves and muscles, and because of the yielding surface there are no bumps or bruises. The work is evenly distributed, so that there is little danger of strain. The poisons which result from the breaking down of the muscle cells are thrown out through the pores of the skin and washed away.

But swimming is fine, not alone because it is the best fun ever, and makes strong bodies, and washes away dirt and poisons. It is so important that a number of schools and colleges consider it a necessary part of a boy's education. Education, you know, is not just learning a lot of facts. Education is learning how to live. To live right one must have will power, self-reliance, and courage. Swimming teaches all three. But to live right one must add to will power, self-reliance, and courage the willingness to serve.

In the great World War the waste in man power was terrible, but few boys realize that in peace times there are enough people who drown every two months to man a large battleship. In the United States and Canada alone each year more than twenty thousand people lose their lives in preventable drowning accidents.

It is because we are accustomed to this terrible waste of life and so few are prepared to help that we go about thinking little and caring less about its prevention.

Every boy should learn to swim because:

1. It is the duty of every American boy to be prepared to save his own life and the life of others.
2. It is the best known form of phvsical exercise.
3. It is great fun.

But dog-paddling around in a "crick" or pond does not always make good swimmers. In fact, bad swimming habits learned in the "Ole Swimmin' Hole" stick through life, and lots of real fun is lost because the swimmer tires easily and cannot seem to do the crawl, breast, and other strokes as others do them. He has not learned the A B C and arithmetic of swimming. It is as easy to learn to swim as "falling into the water." If a boy has strength enough to stand, is possessed of an average amount of brains, and can get to where there is enough water to float him, he can learn to swim. In fact, it is possible to learn the most important things about swimming with only a washbasin of water and room to fling the arms and legs around. Swimming is hard only as it is made so. Success depends upon oneself and the attitude taken toward the water. There is only one real reason why any person cannot swim, and that is F-E-A-R, Fear. In very young children this condition does not exist, but the average person, who though he has had the opportunity yet cannot swim, is unable to do so because at some time in his life he has been shocked or frightened either by being "ducked" or splashed, by being pushed or by falling into the water, or by hearing, reading about, or actually having a part in a boating or drowning accident.

Five Laws of Swimming

In learning to swim, dive, and save life there are five things to remember. Five. Count them on the thumb and fingers of your hand: (1) confidence; (2) breathing; (3) balance; (4) relaxation; (5) coordination; and the greatest of these is confidence. When confidence comes in, "Old Man Fear" goes out, and with this nuisance out of the way the rest is easy. One of the things that will help in gaining confidence is to realize that for the time being the beginner is going into a new element, the home of Mr. and Mrs. Fish, and must therefore learn to "feel at home" in the home of the fish, and pay them and their home all the respect that is ordinarily given to one's human friends. It will also help create confidence to know that, like the fish, you cannot sink or drown provided your lungs are kept full of air. This sounds silly, but think it over. Another thing to remember in learning to feel "at home in the water" is that familiarity breeds "content," and when contented one is at ease and relaxed.

The Easiest and Best Stroke to Learn

Many instructors have evolved many systems, but one of the best, because both scientific and natural and therefore easy, and because it has brought remarkable results, is the one here given. It is so easy and natural that any boy can learn it. A year ago at a summer camp a boy of fifteen who, through an accident, had had his leg cut off at the hip, learned within ten minutes to swim twenty-five feet. The beauty of it is that the movements can be learned by means of a land drill without much effort. The timing and movements of the arms and legs closely resemble the dog paddle or primitive man's natural stroke. It is interesting to note this style of swimming shown on old Assyrian monuments many years before Christ. After this fundamental crawl stroke is mastered and a boy

has learned to feel "at home in the water," the breast, back, crawl, and side strokes can be learned.

Breathing

The beginner should go into the water about waist deep and, if learning in a large body of water, always face the shore or teacher. Now to learn how to breathe—for remember that in entering the home of the fish the swimmer must adapt himself to a new home or environment. He must breathe as the fish do. In the majority of swimming strokes the head is held face down in the water, the air being gasped in through the mouth as the head is turned sideways up, and breathed out through the nostrils as the head is turned face down. The reason for this is that the swimmer can in a given space of time get more air into the lungs through the mouth than through the nose. Also, if the water was inhaled through the nose it would irritate the lining of the nasal cavity. To learn to breathe properly, place hands on knees, turn the head sideways up, and through the mouth gulp or gasp the lungs full of air. Then turn the head face down and blow the air out through the nose. Repeat this on two counts, keeping the rhythm as in music, one, two, one, two, etc., gradually bringing the face near and finally into the water until able to breathe out against the water resistance. Never forcibly submerge the face and body. This is likely to make the body rigid. This is wrong, as relaxation is absolutely necessary if one is to feel "at home in the home of the fish." Step two, then, is to learn to have the face in the water, first with eyes closed, and then open. Stand as before with hands on knees, turn head sideways up, gulp lungs full of air, then place the head gently in the water face down, hold it in this position for a few seconds, and then as

gently remove head, face down, from water. As the face leaves the water open the mouth wide. Do this to allow the few drops of water which have been forced up through the nose into the head cavities to flow out of the mouth rather than down into the stomach, causing nausea and fear. This is important; remember it.

It will help in developing confidence if the beginner will open his eyes after placing the face in water and try to count pebbles held in the hand or to count the extended fingers. This distracts the attention from any unpleasantness and introduces an element of interest.

Balance

As the greater part of our working hours is spent in an upright or vertical position or plane, we have through the years developed certain habits of balance and have trained our muscles, bones, and nerves to hold the body up straight. Now since the beginner is trying to learn how to act, breathe, and move like a fish, he must learn to move in the home of the fish not standing but lying down. In other words, he must form new habits of balance, for no fish other than the horse-fish swims standing up on end.

To learn to balance, the beginner will imitate a floating turtle. This is done usually after the first trial and really marks an important step in learning to swim, for once the sensation of balance and floating flashes on the mind of the beginner, progress is rapid. In water up to the chest, with the hands on knees, bend the knees until water reaches the chin. Then turn the head sideways up, gulp a lungful of air, turn the head, chin down on chest, reach hands down, and grasp shins halfway between knees and ankles and pull knees up tight to the chest. The feet will leave the bottom and the body will float in a fine example of a turtle. It will not sink. To return, release grasp, drop feet to bottom, raise head, face down, open mouth and eyes, but do not straighten body until water is out of mouth. Because the human body weighs almost the same as an equal body of water and therefore weighs practically nothing in the water, and because it is held up by about two hundred cubic inches of air contained in the lungs, it is impossible for the body to sink. Try it, push a person imitating a floating turtle to the

bottom and immediately he will return to the surface and remain so until the air is exhaled from the lungs.

Relaxation

Further to develop balance and bring about relaxation, imitate a jellyfish by taking a coasting plunge as follows:

Bend knees until water reaches the chin, turn head sideways up and gasp lungs full of air, then turn head face down between extended arms, get a good purchase with the feet on the bottom or, if in an indoor pool, with one foot against the side, push off face down, arms extended in front with wrists hanging down and limp, let legs trail along slightly spread. If in clear water keep the eyes open. This will help him to know he is actually moving ahead and will of course increase his confidence. In this coasting or floating plunge the natural buoyancy of the body is very noticeable. As soon as the momentum stops and the legs begin to drop, draw the knees up to the chest and then drop them to the bottom, at the same time sweeping the arms sideways until wide apart, then with a swift movement bring them together with palms of hands facing. As the hands are brought together, forcing a wedge of water away from the body, raise the head, but keep the face down with mouth open to allow water to escape. Remember this is the proper way to regain your balance, for every movement helps to place the beginner in a standing position. Try and overcome the tendency to rub the water from the eyes as it tends to make the body rigid. Our aim, you know, is relaxation, and with relaxation comes confidence. Do not hurry—take plenty of time in all the movements. The beginner now has splendid confidence.

He has learned:

1. That the water is his friend and that he actually feels at home in the home of the fish.

2. That he positively will not sink so long as his body is relaxed and his lungs kept full of air.

3. That given a push his body will float in the direction of the push.

4. That if he wants to regain his balance he just stands up, pushing back against the water with his hands.

5. That he will not feel "sick to his stomach" if on taking his head out of the water he holds his face down and opens his mouth.

Our swimmer now has confidence, knows how to breathe, has acquired a new sense of balance and knows how to relax. What has seemed the most difficult thing in the world is now as "easy as pie" and all that remains is to teach his legs and arms to work together, or coordinate (Fig. 1).

Fig. 1. Crawl stroke

Coordination—Leg Movements

Coordination, then, is the last step. A fish, frog, motor boat, or a human fish is actually kicked through the water. The fins of the fish and the arms of the human help in getting this result. To learn this leg kick, lie down in the water, facing shore, with the hands or elbows resting on the bottom, or if in an indoor pool, lie over the edge with the feet in the water or lie over a stool or chair with hands resting on the floor, keeping the chest and knees on the same level. Kick the feet alternately up and down with little or no hip motion. The feet are moved about six inches up and down with the toes turned in and the feet kept only a few inches apart, the major action being centered in the knees. Any flexing or bringing of the thigh forward stops progress. Therefore make a slow, easy, alternate up, back, and down movement of the leg and foot. Do not hurry, take your time. Hurry makes the muscles tired and rigid and leads to shortness of breath. When able to do this elementary scissor kick return to water about chest deep, face the shore, take a deep breath as described, and with head face down between the extended arms give a strong push from the bottom or side of pool. As the body glides forward, start the kicking or scissor

movements of the feet and legs. Keep this up until necessary to breathe, then regain the balance as described. Do not reach or push down with the hands, for a body in the water will always follow the direction of the hands and arms and instead of regaining one's balance the body will sink head first. If the water is clear and the eyes kept open the beginner will realize with joy that he is now making headway under his own power. He is swimming, for swimming is the ability to move in the water in a definite direction.

Arm Movements

Now for the arm or paddling movements. In water about waist deep (this exercise may also be done as a land drill), stand with feet well braced, one in front of the other, and bend the body at the waist until the chest is about on a level with the surface of the water, the left arm extended front with the palm turned down and the wrist slightly bent, the right arm extended back with the palm turned up. Now with a rolling movement of the body imitate a windmill, keeping the arms the same relative distance apart, one hand gripping and pulling as the other leaves the water. After this movement becomes easy return to water chest deep, take a deep breath, as described, and with head face down between the extended arms give a vigorous push with the feet from the bottom or side of the pool and before the momentum of the body stops start the windmill movement of the arms. The legs should trail along relaxed—as the body rolls they will unconsciously move slightly up and down in a rudimentary scissor movement. Keep the legs together and the toes pointed back. In this arm movement do not attempt to move the legs. Let them, like the cow's tail, "trail behind." Keep the fingers together so that the hand is cupped and resembles the blade of a spoon oar. Be sure that the hand is bent down at the wrist so that the swimmer gets the benefit of the pull as soon as the hand enters the water. As suggested before, it is a good plan to keep the eyes open so as to watch the arms and also the bottom of the pool to see how fast he is moving. Be sure to pull all the time the arm is in the water and that it does not leave the water until it reaches the hip. In other words, do not make the stroke choppy. Again remember to take plenty of time and when out

of breath regain the balances as described. All that remains now to do is to put together or coordinate the leg and arm movements and the swimmer will then feel completely confident and from this point on his expertness and happiness will depend upon practice.

Combined Leg and Arm Movements

Now to complete the mechanics of swimming and put together everything learned about this health-giving, joy-making, character-building sport. After taking a big bite of air, bend the knees and give a good strong push forward and, before the momentum stops, start the leg scissor kick; then after a few kicks begin the windmill movement of the arm. Begin by taking a half-dozen strokes and then add more until able to continue until the breath gives out. As stated before, the swimmer fills his lungs by turning the head sideways and biting off a big chunk of air, exhaling or blowing the air out again through the nose when the head is face down in the water.

Breathing and Stroke

Now to combine the breathing with the stroke. When the swimmer feels compelled to breathe, say after about the sixth stroke, as the right arm leaves the water at the end of the stroke force the air out through the nose, then turn the head sideways up and bite off another lungful of air and as the right hand again enters the water turn the face down into the water. Some swimmers find it easier to turn the head to the left. In this case breathe as the left arm leaves the water. After the movements and breathing become easier, the leg movement should begin at the hip with a snapping action. The legs should not be held stiff but controlled enough to prevent sloppy action. The number of leg drives for each arm stroke depends upon the build of the swimmer. Find the number best suited and stick to that number.

Artificial Aids

Now a few words about artificial aids or supports in swimming. Any floating devices, such as belts and pulleys, trolleys, poles, and buoys, except in very rare instances, are unnecessary and

very doubtful helps. They serve only to give a false sense of security and actually retard the advance of the learner. Where the coordination is extremely poor, small compact light fabric water wings may be used, but if the suggestions given here are faithfully carried out there will be no need of any artificial support. The use of an artificial support shows that there is not the proper confidence. In this system the swimmer will learn to trust the water as a friend. He knows that if the lungs are full of air and his muscles are relaxed he cannot sink and that it is easy and natural to paddle and kick. If he paddles and kicks his body face down through the water, he offers the least resistance to the water and therefore moves faster than with any other stroke. He is thrilled with the joy of doing. He has gotten self-reliance, health, strength, character; has learned something that may prove to be the means of saving his own or other precious human life; and, finally, he has learned how to teach others to swim—a real service.

Breast Stroke

After having learned to swim by the easiest and most natural method the swimmer should give attention to other strokes which have real value, as, for instance, in life saving, when necessary to dive from the surface or swim under water in giving help to a tired swimmer, the breast stroke is very useful. This is a very complicated stroke but can be mastered easily after having learned to feel "at home in the water," for he can now give all his attention to the movements. Until 1916 this was a very slow, tiresome stroke. It often produced headache and the swimmer could go but a short distance before getting winded and tired. The headache was largely due to having to hold the head back on the shoulders at an unnatural angle in an attempt to keep water from splashing into the mouth. This unnatural position interferes with the proper circulation of the blood in the neck and head and causes congestion. By adding a long glide at the end of the stroke, with the arms and legs extended and the face submerged, a much easier and faster stroke has resulted. It is well in learning the breast stroke to practice it first as a land drill, so that on entering the water the

movements will be mechanical and allow the swimmer to give his whole attention to proper breathing, etc.

Breast Stroke—Leg Movement

Standing Position

1. Raise the left knee, directing it sideways, the heel of the left foot touching the inside of the right knee, toes pointing downward.

2. Straighten and lower the left leg by a backward, downward movement until the big toe of the left foot touches the floor about one pace to the left side.

3. Draw the foot with a snap toward the right foot. Do these three movements several times until they become natural and easy.

Breast Stroke—Arm Movement

Standing Position

In this the position of the hands is important. Hold the fingers close together, thumb against the first fingers, extended straight, the palm of the hand slightly cupped. With the hands in this position extend the arms in front as far as it is possible to reach.

1. Turn the backs of the hands together with the elbows straight; sweep the arms back until they are a little beyond a straight line across the shoulder.

2. Bend the arms and bring them edgewise to the front of the chest so that middle fingers meet, palm down, at a point midway between the chin and breast, elbows close to side ribs.

3. Shoot the hands forward to position.

Breast Stroke—Combined Leg and Arm Movement

Standing Position

Start with the feet together and the arms extended front.

1. Sweep arms back until slightly beyond a line across the shoulders and raise the left or right knee until the heel of the raised foot touches inside of the opposite knee.

2. Bend arms, hands to chest, straighten and lower raised leg to floor, one pace to the side.

3. Shoot hands forward, palms down to position in front and snap extended leg toward other foot. Do this until leg and arms work together smoothly.

These movements may also be practiced lying across a bench, stool, or chair—the arm movements as above described, the leg and combined movements as follows:

Leg Movements

Lie face down across bench, legs straight.

1. Draw up both legs, spread the knees and bring the feet together, big toes touching.
2. Extend both legs sideward and out wide apart.
3. Snap the legs and thighs together to starting position.

Combined Leg and Arm Movement

Lie across bench with legs and arms extended, feet together, palms down.

1. Turn hands back to back and sweep arms back to slightly beyond a line through shoulders, at the same time drawing up the legs with knees spread and feet together.
2. Bring hands to chest and extend legs sideward, out, and wide apart.
3. Shoot hands to position in front, palms down, and snap legs together, finishing the stroke.

Breast Stroke in the Water

After the swimmer has learned the movements of the breast stroke, enter the water breast deep. Take a deep breath through the mouth, bend the knees, give a vigorous push off, face down so that the water is just below the eyes, body floating with legs and arms extended. Before the momentum stops sweep the arms back to just beyond the shoulders and draw the legs up, knees spread, feet together. Then as the hands are brought to the chest, extend and spread the legs wide apart. The stroke is finished by shooting the hands ahead and whipping the legs together with a snap. At this point the body relaxed glides forward, the air being blown out through the nose. When ready for the next stroke, raise the head forward, bite off a chunk of air, lower the head, and repeat movements as above. If desired, this stroke may be executed without having the face in the water,

but because of the neck strain the swimmer is likely to tire much more quickly.

Back Stroke

There are several kinds of back strokes and the swimmer should know how to do each of them. This stroke is not only essential in life saving but is useful in getting out of weeds and eel grass; also, when tired, a change to the back stroke will quickly rest the swimmer. This stroke can be learned as a land drill.

Underarm Back Stroke—Land Drill

Underarm Back Stroke—Leg Movement

Lie on back on the floor or on a long bench.

1. Draw up legs, knees spread, feet together.
2. Extend and spread the legs wide apart.
3. Whip or squeeze the legs together with a snap.

Underarm Back Stroke

Arm Movement

Start with the hands at sides of thighs, palms in.

1. Draw arms up, elbows close to ribs, hands on chest.
2. Extend the arms wide apart.
3. Sweep the arms, elbows straight down to the thighs as in the starting position.

Combined Leg and Arm Movements

1. Draw legs up, knees spread, feet together. At the same time raise the arms, elbows to ribs, hands to chest.
2. Extend and spread the legs wide apart and shoot arms out sideways on a line with the shoulders, thumbs up.
3. Whip the legs together and sweep the arms, elbows straight, down against the thighs.

Underarm Back Stroke in the Water

In water breast deep, bend the knees and with head held back and arms loosely held, take a deep breath and give a vigorous push slightly up and back. Allow the body to float for a moment on the back, then do the movements as described under the land drill combined leg and arm movements. Exhale through the nose at the end of the stroke. Inhale through the mouth as the

stroke begins. It is a good plan to practice swimming with different leg and arm combinations. For making rescues this stroke is indispensable. For speed and long distance events the back crawl and back double overarm strokes are used.

Treading Water

Very often in making rescues it is necessary to use both hands in turning the person on his back. To do this allow the feet to sink until the body is upright, then with a loose knee action move the feet and legs as if riding a bicycle. This will be found to be a very useful stunt.

Sculling

Sculling is moving forward or backward, face down or on the back, using a wrist, forearm, and shoulder movement only.

Head First on Back

To scull head first, on the back, drop the head slightly back, with the hands and arms at the sides, hands bent up at the wrist.

Work the hands with a short side-to-side sweep and push, much as a Venetian gondolier or a dory fisherman uses his single oar.

Feet First on Back

Same position, except that the hands are bent down at the wrist and pulling with the side-to-side movement instead of pushing.

Feet First on Face

With arms extended, elbows straight, hands bent up at the wrist, wave hands from side to side, and push as described in "Head First on Back."

Diving

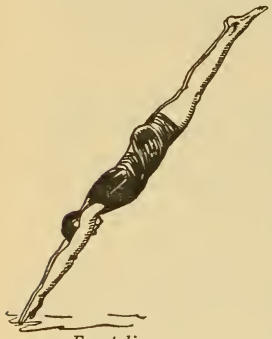
Swimming without knowing how to dive is like eating griddle cakes without syrup.

Really to enjoy the water and be thoroughly equipped for life saving every boy should be able at least to do the simple dives. At Futtepore, India, the Hindu boys jump from the old temple ruins, sometimes as high as eighty feet, into a deep well. The

jump is made feet first, right hand holding the nose, the left hand held close to the body.

Diving was introduced into England by the Swedes and was used only in a business way. They, like the Hindus, were skilful in high diving. The pearl divers of the Persian Gulf and around Ceylon can go to great depths, but the Americans were the first to take the honors in fancy diving.

The things needed in good diving are confidence, coordination or body-control, balance, the ability to think and act quickly, and patience. Many make the mistake of attempting the hard dives before learning the simple front or forward dive. As shown elsewhere, "Old Man Fear" must first be "licked to a finish." This can be done in the following manner:



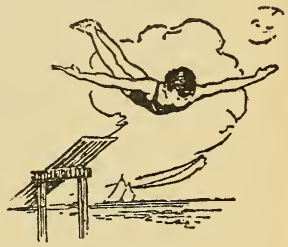
Front dive

First, jump feet foremost from the edge of the pool. After one or two trials, have the pupil crouch with knees bent, hands extended, thumbs locked and, with the head kept between the arms, fall forward into the water. Repeat this exercise with a springing movement of the legs, the body entering the water at an angle of about forty-five degrees. The tendency, for the beginner, is to lift the head and straighten the body as it nears the water, executing what is technically known as a "belly-whopper." This can be overcome by inclining the head forward between the extended arms.

Arthur McAleen, of the N. Y. A. C., a title holder and authority on diving, says: "In every dive, plain or fancy, straight or twisting, the head is the controlling factor, for its weight and position give it the power to direct the entire body while in flight. Not only may the angle of ascent or descent be altered by moving it up or down, right or left, but a vigorous motion is almost sufficient in itself to enable the diver to perform any desired stunt in mid-air, be it somersault or a twist. This should be remembered for it really is the secret of success in fancy diving."

After the beginner has developed sufficient confidence to dive from the water's edge, he may then be instructed to practice

the plain front or forward dive from a height. To execute the front or forward dive properly, take the following position at the edge of the diving board or take-off: head up, chin in, chest out, hips back, feet together, toes just over and gripping the end of the board. Place hands on thighs just below the hips, raise high on toes, balance the body momentarily in this position, then slightly bend the knees and leap or spring up and out with head up and back arched, showing a slightly concaved line from the back of the head to the heels of the feet, the legs straight, feet extended, and toes pointed back. As the body begins to fall, the head is dropped, the arms are extended and, with fingers closed and thumbs locked, the body assumes very nearly a straight line and enters, or should enter, the water at an angle of about ninety degrees. The mistakes usually made are keeping the head up and landing flat on the chest or bending the head too quickly, which results in throwing the body over and striking the water with the back of the thighs or legs. The standing dive should be mastered before attempting the running forward or front dive. The running front dive is required in competition. The position of the hands and head is important in determining the depth of the dive. The head bent forward on the chest and hands bent sharply downward at the wrist will cause the body to descend. The raising of the head and hands sends the body to the surface.

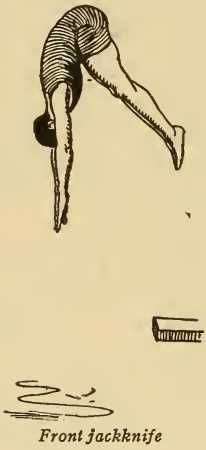


The "run" should be a short one—three or four steps—alighting with all possible force with both feet on the extreme end of the board. In the running forward spring backward dive ("salmon," "comeback," "Dutchman") the take-off is made from one foot.

The various forward combination dives, known as the "swan," "swallow," "butterfly," etc., are now classed as plain forward dives. The development of the backward dive is the same as the forward. First, stand on the take-off with the back to the water and jump off backward, feet foremost, into the water. Next, take the fundamental position as described in the forward dive, but with the hands extended overhead, palms front, thumbs

locked, and back toward the water. Bend backward as though trying to touch the water; allow the knees to bend, keeping the head held back and between the arms, and push off. After a few trials, again take the position with hands below thighs and, with a quick up-heaving movement of the arms, head, and chest, leap or spring up and out and, as the body falls, bring hands together thumbs locked, the body entering the water in as straight a line as possible.

The remaining two dives, which complete the standard dives, are known as the "jackknives"—so named because while the body is in the air bent forward, with feet and hands touching, the legs are brought back into a line with the body, imitating closely the sudden opening of a knife blade.



Front jackknife

Back jackknife

The forward or front jackknife dive may be executed either standing or with a run. A preliminary exercise of bending forward, touching the toes, and then suddenly bringing the body into an erect position, hands overhead, is an excellent one and should be practiced before attempting the dive.

Assume the fundamental position, then bend the knees slightly, leap up and out, but be careful not to land more than six feet from the end of the springboard as this is the distance

within which the body must enter the water. When the body in its upward spring reaches its highest point, it must bend quickly at the hips, touching toes, and, as it descends, the legs are snapped back and upward, feet together and toes pointed as in all head foremost dives. The head should be held between the extended arms, hands and fingers extended and thumbs locked, the falling body presenting the least resistance possible to the water. The speed acquired in the running front or forward jackknife is quite apt to take the diver beyond the six-foot limit; therefore the emphasis should be placed, not so much upon the run, as upon the jump down upon the board for the upward spring. The backward jackknife is the most difficult of the standard or set dives. Begin by taking the position as in the back dive, then jump backward, feet foremost. After a trial or two the pupil, in position with arms extended to the front horizontal, palms down, and thumbs locked, should spring up and far enough back to clear the board in the descent. The rest of the dive is the same as the forward jackknife.

LIFE SAVING

Having learned to swim by this method any boy is now able to do four things. First, he is able to help people who are drowning, and can save his own life. Second, he can develop a strong, clean, supple body. Third, he can have more real fun and recreation than the fellow who cannot swim. But best of all he can prevent drowning accidents and make others happy by teaching the "other fellow" to swim.

Now to learn the easiest, quickest, and best way to help anyone in danger in the water.

The Approach

As in learning to swim, confidence is the key to success.

If possible to slip off coat, pants, and shoes, do so. If not, as in the case of a person falling from steamer or boat, the rescuer, in order to be close to the victim, will save time by jumping in immediately and taking off his clothes while in the water. If the coat sticks, button tightly. Do not take off coat if wearing suspenders and no vest. The suspenders will cause trouble by sliding down.

If entering the water from the beach, run in knee-deep and then take a long dive and swim with an easy stroke, keeping the drowning person in sight, if possible. Where there are weeds, go slowly in the direction of the stream. If caught in grass, scull out; use hands only. If making the rescue from a height where the depth of the water is unknown, it is best to drop feet first.

In approaching the drowning person or persons speak quietly but firmly. If more than one is in danger, take the one in greatest distress. The object is to get the drowning person in some position for towing. The best position is on the back so that the person cannot grasp the rescuer. The different holds and their breaks, which will be described, should be practiced on land and in the water.

It is best to get behind the drowning person, but if not possible, reach out and grasp the nearest hand—keeping out of his clutches—tread water and pull straight to you, throwing the victim on the back in a floating position. Sometimes it may be necessary to dive under the person so as to grasp him from the rear. If an attempt is made to grasp the rescuer, stay away—let him fight the water.

Wrist Hold

If grasped by a drowning person, the grip most likely to be taken is the hold on the rescuer's wrists, thumbs up. This is easy to break by suddenly raising the arms, elbows out, then

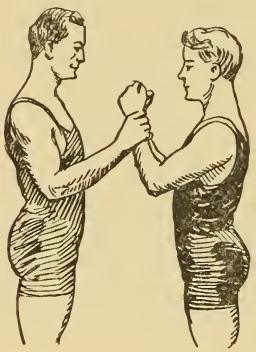


Fig. 2

quickly thrust hands in, down, and out (Fig. 2). The pressure against the drowning person's thumbs breaks the hold. In breaking away immediately grasp the person's wrist and turn him around on the back ready to tow. Do this in all breaks.

Neck Hold, Both Arms Front

Place right hand against person's right lower jaw and nose, left hand under his right elbow (Fig. 3). With a quick push against face, lift under elbow, and turn him on his back ready to carry; or, if necessary, raise elbows, hands down, fists closed, with thumbs straight and held stiff against close-clenched index finger, and jab thumbs down against person's lower ribs.

Fig. 3

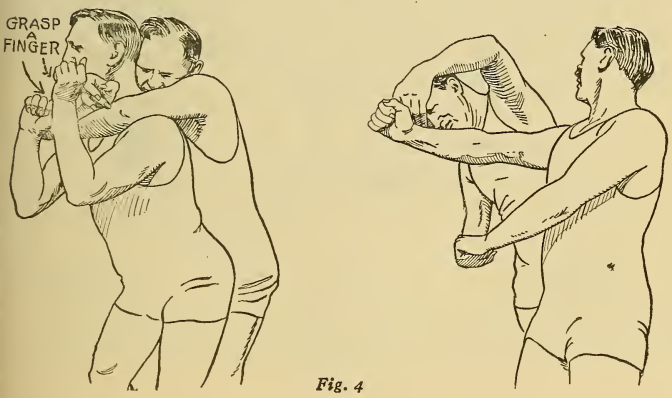


Fig. 4

Strangle Hold, Rear

Raise arms crossed, right over left. With right hand grasp person's right little finger. With left hand grab person's left little finger. With a quick jerk and bump back with buttocks pull person's arms wide apart and get behind and carry (Fig. 4).

Shoulder Hold, Front

Throw arms, elbows straight, sideways up and overhead, at the same time that you sink down, grasp right arm and get behind him, swim on back and carry him in floating position by two-hand hold.

Shoulder Hold, Rear

Throw arms sideways up overhead, duck, grab person, and swim as above. It is well to note that the thumb counter, *i. e.*, jabbing stiff thumbs against lower ribs, is very effective. Be careful in practice. Always follow a release by towing.

Towing a Person

Towing a person, of course, is not so dangerous as having to break the holds. One of the very easy methods is to grasp the person by the hair or clothing with one hand, towing him on the back, with one arm and kick for propulsion.

Head Carry

After a person is turned on back, tow by placing the hands over his ears, fingers extended down along the lower jaw, the head tilted slightly back (Fig. 5). Keep the water out of the ears—it helps to restore confidence.

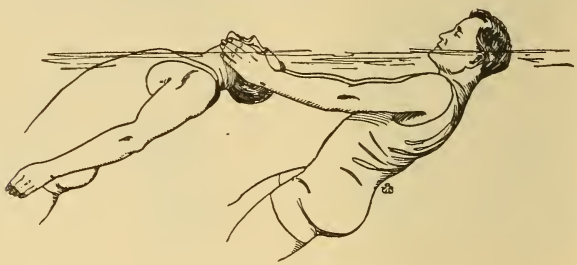


Fig. 5. Head Carry

Underarm Carry

When on back place the heels of the hands alongside the body in the armpits, the fingers extended (Fig. 6).

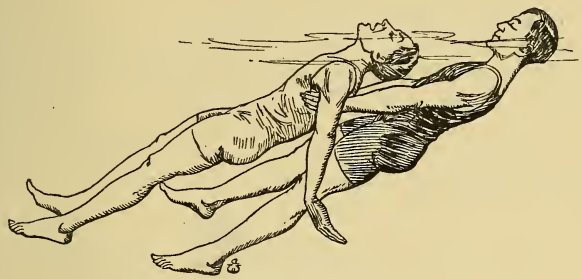


Fig. 6. Underarm Carry

Sidearm Carry

Turn drowning person on the back, by placing right hand on his right shoulder; left hand under his left arm to turn. Throw his left arm up, over, and across rescuer's left and extend right arm ready for the stroke, the drowning person being well up on the left hip of the rescuer (Fig. 7).

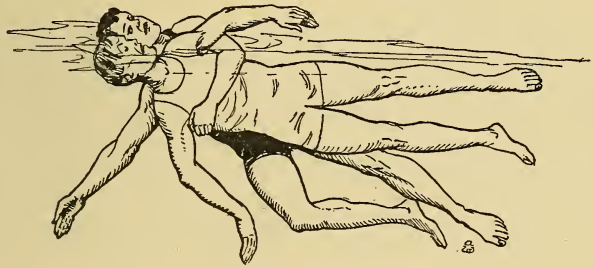


Fig. 7

Arm Carry

Rescuer slides left arm under subject's right arm, grasping arm at the biceps (upper arm), and pushes subject along on his back, lifted into floating position by rescuer's elbow under hip.

How to Help a Tired Swimmer

If swimming with a friend or near a person who gets tired, the tired person should be told to turn on his back and place his hands, arms extended, on the rescuer's shoulders, who swims forward, using the breast stroke. It is possible to carry or push a person a long distance in this manner, provided the rescuer swims easily and does not try to hurry (Fig. 8). Another way is the side-stroke assist or carry. The person to be helped should be behind the rescuer with one hand on his upper shoulder. The one helped can assist by using his free arms and legs. Never do this if the tired one is panicky.

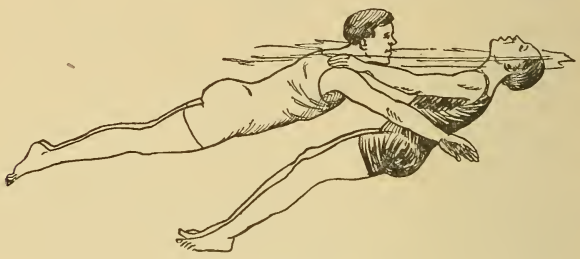


Fig. 8

When a Boat Capsizes

If there are a number of persons in the boat, don't attempt to swim ashore with any except those who have gone down. Direct or help others to side of boat. Tell them they are in no danger and to hold on. Dive for person who went under. If he is unconscious when brought to surface, take him to shore and, if others are present to perform first aid, give directions for Schafer method. Return, and if the boat is not too large, grab painter or rope and tow boat, with persons hanging on, to shore. This is not as difficult as it sounds. If the boat is too large it is better to use anything that may be floating near by, such as an oar or a plank.

Recovering a Body from the Bottom

When a body has recently sunk to the bottom, its location may be known by the air bubbles which will appear on the sur-

face. In still water the bubbles come straight up. In running water they will be slanting in the direction of the current, so that the body will be found higher up the stream than where the bubbles appear. Grasp the body by the hair at back of the head, slack of coat or shirt at the shoulders, or by the armpit. After securing the body, give a vigorous push and swim upwards with a back stroke, and when near surface, change grip to ordinary rescue hold, as described.

To Go to Bottom

Start to swim in a forward motion on the surface, tuck in the chin, throw the legs out of water for weight, and with eyes wide open, take choppy breast strokes to the bottom. Your diving rudder is your head. Keep the hands well advanced to prevent collision with obstructions or bumping into the mud or rocks.

Resuscitation

Death by drowning is due to suffocation and shock, not by water entering the lungs. After opening the bodies of many drowned persons, doctors have seldom found more than a teaspoonful of water in the lungs of each body. The water commonly supposed to come from the lungs really comes from the stomach.

It was not until 1804 that people became interested in life saving. Before that time it was a crime to take an unconscious person out of the water. Up to 1858 many foolish and really cruel methods of resuscitation were used, among them being the blowing of smoke into the intestines to make the body warm. Cutting a blood vessel and letting the blood escape was another. Blowing air into the lungs with a hand bellows was also practiced. Dr. Hall, in 1858, originated a system which was used until several years later. During the Civil War Dr. Sylvester's method was declared a better one, but in recent years this has given way to the Schafer, or "face down method." This is the method recommended and which will be described (Fig. 9).

The next thing to do after getting the person to shore and stopping any arterial bleeding, is to send or telephone for a doctor, briefly describing the accident. If others are present

have them do this. If alone and not near a telephone, go ahead quickly as follows:

After getting the unconscious person ashore on a flat surface, lay him face downward, arms extended above the shoulder level. Using the forefinger, clean any sand, dirt, grass, or mucus from the person's mouth. Pull the tongue forward. In this position fluids will drain from the mouth.

Fig. 9

Artificial Breathing

If on a shelving beach, remember to lay the person with head toward the water. Place flat on chest. If coat, towel, or anything which will serve as a roll is handy, place just below the chest. Turn the person's head to the left, resting on back of right hand, face and hand pointing in the same direction. The person's left arm is extended above the shoulder level.

Be sure that the tongue is forward and then kneel astride the person so that the knees will be at his hips. Place the hands on the person's back, the thumbs held against index fingers. With the fingers pointing down over the lower ribs, lean forward and steadily press downwards, as you slowly say *"Out goes the water."* Then suddenly release the pressure without taking the hands wholly from the body, and rest as you say, *"In comes the air."* Repeat this forward and backward movement twelve times a minute, until natural breathing is restored. This may take an hour or more, but don't give up. Keep at it. Persons have been brought back to consciousness after four hours of hard work on the part of the rescuer. Remember that apparently drowned persons who have been under water five or ten minutes

have been resuscitated after the use of this method. So don't get discouraged. Don't give up. To discover signs of returning consciousness lift eyelids. If the dark spot (pupil) in the eye gets smaller when exposed to the light there is still life in the body.

Keep up the respiration movements until the person begins to breathe. The legs and arms should be rubbed briskly toward the heart. This will help restore the circulation. Cover well with blankets, placing well-protected hot bottles, bricks, or water bags at the feet, pit of stomach, and under the armpits.

Give hot drinks after person begins to breathe and not until then.

Give no whiskey or alcoholic stimulant except when ordered to do so by a doctor.

Give the person plenty of air and quiet, and the recovery will be rapid.

SECTION 2

WATER SPORTS

Aquatic Carnival
King Neptune's Court
Suggested Program

Note

Screen one corner of tank or pool so that Neptune and followers can make entrance under water and swim to Neptune's throne (a stepladder) at center.

1. Neptune mounts throne and calls Court. Introduces followers, who then disappear except those in next stunt.
2. Egg, candle, nightshirt, or umbrella race.
3. Royal pick-a-back wrestling (several teams at once).
4. Demonstration of fancy swimming strokes:
   - a. Submarine
   - b. Torpedo
   - c. Porpoise
   - d. Spinning Top
   - e. Sculling (different styles)
   - f. Somersaults
   - g. Rolling Log
   - h. Hands and feet tied
5. Blowing ping-pong or toy balloon race.

6. If possible to use canoes or row boats put on
   a. Tilting (with several in boat)
   b. Tug-of-war
   c. Filling opponents' boat with water
   d. Wrestling
7. (A dash event if desired. Never use a long distance event.)
8. Life-saving demonstrations
   a. Land drill, holds, breaks and carrys.
   b. Water drill, holds, breaks, carrys, resuscitation.
9. Fancy diving (each performer does individual dives). Do not repeat dives. Finish with chain dive, each performer bending and grasping ankles of one in front, each dive in succession, holding on ankles.
10. King Neptune calls Court to throne and then all swim under water to exit.

Races

In a water carnival or tournament, the following events are generally included: Tilting contest, water polo, team race, obstacle race, hand paddle race, egg and spoon race, diving through hoop, wrestling in water, where the water is shallow enough, and where it is too deep a ducking contest takes its place. These items on the program usually go along with ordinary fast sprints, handicap races, races on back for 50, 100, 220, 440, and 880 yards, neat and fancy diving contests, etc. Spectators are not pleased with races of greater length than a half mile. From a spectacular standpoint, there is no outdoor contest that can compare with a good water carnival.

Relay or Team Race

The fastest swimmers are usually made captains, and these toss for first choice. The race, if the pool or tank is fourteen feet wide, can be participated in by two teams; if eighteen feet wide, by three teams, and so on. Any number can take part on each team.

The captains, having chosen their men, form in a line in front of them, and at the word "Go," the slowest man from each side dives in first, swims to the end of the tank, touches, turns, and

swims back. The next man in line dives over the returning swimmer as soon as he touches, and so on down. The first team that finishes, wins. The speedy swimmers should be kept until the last. This is a splendid method for developing fast sprinters.

Handicap Races

There is nothing like a 100-yard straightaway handicap race to increase the speed of swimmers. In such a contest the object of the handicapper is to have the swimmers all arrive at the finish as close together as possible. The handicapper of a swimming club should have two assistants in order to take the time of every member.

SUGGESTED BASIS FOR HANDICAPPING SLOW SWIMMERS TO INCREASE THEIR SPEED

	Yds.	Secs.						
A	swims 100	in 90	and	starts	at	count	of 30	
B	" 100	" 98	"	"	"	"	" 22	
C	" 100	" 70	"	"	"	"	" 50	
D	" 100	" 80	"	"	"	"	" 40	
E	" 100	" 86	"	"	"	"	" 34	
F	" 100	" 100	"	"	"	"	" 20	
G	" 100	" 105	"	"	"	"	" 15	
H	" 100	" 110	"	"	"	"	" 10	
I	" 100	" 118	"	"	"	"	" 2	
J	" 100	" 102	"	"	"	"	" 18	
K	" 100	" 95	"	"	"	"	" 25	
L	" 100	" 120	"	"	"	"	" 0	"go"
M	" 100	" 81	"	"	"	"	" 39	
N	" 100	" 63	"	"	"	"	" 57	

Add the swimmer's time to the handicap and you get the time of the slowest man.

Hurry Skurry Race

Run to the water's edge, swim to your canoe, jump in, and paddle back. The contestants line up, each about fifty yards from the water's edge, opposite his own canoe, which is held at about thirty yards from shore. In the absence of canoes, rowboats will do.

Obstacle Race

The object of this race is to swim around or get over as many as possible of the obstacles placed in the way of the contestants along a course of from fifty to one hundred yards, such as hoops, barrels, scows, poles, etc.

Old Clothes Race

1. Let each contestant have a suit of old clothes placed in a pile on a large float fifty yards away from the starting point. At the word "Go" the contestants dive into the water and swim to the float, dress, and swim back in a complete suit of clothes, including hat, waistcoat, and even shoes.

2. Dressed in a full suit of old clothes, each contestant swims to the float that is placed opposite; undresses to his bathing suit, and returns. This is often a more laughable affair than No. 1, as wet clothing clings to the body.

Life-Saving Race

Contestant dressed in old clothes, including shoes, hat, and waistcoat, swims to a point fifty yards away, towing a mate, and on the return the two change places.

As it is impossible to prevent the towed ones from sculling on the sly, and thus helping their companions, sculling should be permitted, but the leg kick of the one towed must be absent.

Crocodile Race

Two teams of even numbers line up behind their captains, each keeping his hands on the hips of the man in front, and, with the exception of the first man, all swim by the power of the leg kick. Place the person with the strongest kick last, so as to keep the line unbroken.

Hill Dill or Pom Pom Pull-Away

This game can be played only in a tank about thirty feet wide and in the deep end. Every one but the person who is "it" lines up on one side. The one who is "it" calls "Hill dill!" when every one must plunge across. Whoever is caught before he touches the other side helps catch others on the return plunge and so on until all are caught.

Alligator Race

Two teams line up on their backs, each swimmer clasping the man behind around the head or neck with his feet. All swim with sculling motions of the hands, except the last man who can use his legs to kick. Place the best kicker last.

Egg and Spoon Race

From a standing or water-treading start, each contestant places a dessert spoon handle in his mouth, with a hardboiled egg in the spoon. The first to arrive with the egg in the spoon wins. Any contestant who permits his egg to fall out of the spoon is out of the race.

Candle Race

The contestants line up opposite a row of candles, with matches beside them, placed on the far edge of the tank. At the word "Go" the swimmers start for the other end, and, upon arrival, light their candles and swim back.

Hand Paddlers' Race

Four or five persons, seated in a canoe paddle with the hands, on both sides of the canoe. The endeavor should be to strike all in unison, and with both hands at the same time. Lean over with a shoulder on each gunwale.

Four Style Race

Contestants swim four lengths of the pool, changing style each length, thus: (1) broad stroke on breast; (2) crawl or trudgeon; (3) English overarm or side underarm; (4) alternate overarm or double overarm on back.

Pick-a-Back Wrestling Contest

The water should be up to the armpits for this contest. Two men stand in the water, each having a man astride of his neck. The riders endeavor to unhorse each other, while the under men try to maintain a firm balance by active foot work and judgment. The upper man will lock his feet behind his "horse's" back while the "horse" will wrap his arms around his rider's shins.

Use of Barrels

Special barrels, well painted with aluminum paint and tethered either to the shore or pier, make a great deal of fun for the swimmers. If so desired, they can be anchored out away from shore, either at one end or both. A swivel should be used at the fastening on the barrel, so as to allow the barrel to turn very freely. One of the most exciting of aquatic sports is to see who first out of a group can ride the "bucking barrel."

Use of Tubs

Good wooden tubs are inexpensive and contribute to the smaller boys' enjoyment. If sunk when not in use, they will last an entire season. Tilting from tubs, boxing from tubs, and tub races, using hands for paddles, are all great fun.

A Whale

No camp should be without a whale. For real vigorous sport in the water, a whale hunt is in the lead. Any dry, light log, eight feet long and eight to ten inches in diameter, will do. Bore an inch hole through each end, about four inches from the extreme end, and drive through a piece of good broom handle so it will stick out ten inches on both sides of the log. These stocks should be so placed that one is parallel and the other perpendicular to the water line. The whale is towed out and placed halfway between the goals. Each team, of which there may be two or four, is given a stout rope, twelve feet long, and stationed in a boat at its own goal. At the given signal all paddle for the whale, tie on as best they can (some contestants in the water, some in the boats), and begin to pull the whale to their respective goals. Team work wins the game invariably, not strength or expertness in rowing or swimming.

The Trail of the Slippery Rail

Suspend a long, straight, peeled sapling over the water, and encourage the boys to endeavor to walk it. Interest may be added by placing at the far end an apple or some such visible encouragement. In one camp the rail is fastened at the butt end to the pier with iron bands and is not supported at the far end. Besides being slippery it wiggles and furnishes great fun at no expense whatever.

Making Jousting Poles

An excellent pair of jousting poles may be made by padding the little ends of two stout bamboo fishing poles twelve feet long. Don't make the padding too long, so as to make the pole clumsy or heavy on the end. Cover the pad with rubber cloth and bind to the pole with electrical tape. Make certain there is no possibility of the pole end itself getting through and injuring some one.

Water Basket Ball

This is a popular game. Baskets can be made of hoops, or even of green hickory saplings. These should be placed on poles five feet above the water line and forty feet apart. The game is played in many different ways, all of which are variations of the regular basket ball game. Make rules that fit your conditions.

Water Baseball

This is great fun on a level sandy beach, where the water does not exceed three to four feet in depth. The bases and pitcher's box are marked by anchoring blocks of plank at the desired spots. In each block a hole is bored and a small red flag on a stout stick two feet long is inserted. Everything counts, and regular rules so far as practicable are used. Five innings are a game. A light runner ball is used and is batted with the open hand.

SECTION 3

SUPERVISION

A. Supervision in Camp

Water activities help to create good spirit and enthusiasm.

Whenever possible, the camp should provide a supervised aquatic program. This program should include some spectacular stunts, but its primary object is to provide healthful exercise, good fun, and instruction in which *all* can take part.

Camp water activities should be in charge of a competent Christian director of aquatics—not a school or college "star,"

chosen because he happens to have won a medal or two. Being a speed artist doesn't necessarily qualify a person to teach or direct an aquatic program. The director of water activities should have a committee who will assist in planning and carrying out the aquatic program.

The Aquatic Director's objective should be, "Every camper a swimmer and every swimmer a life-saver." He can accomplish this through a program which will include: (1) Mass and individual swimming and life-saving instruction; (2) the promotion of water activities, such as meets, exhibitions, and life-saving demonstrations.

A life-saving corps should be organized, the captain of which should be a member of the water activities committee. Red Cross honors may be won and information can be obtained from the First Aid Division, American Red Cross, Washington, D. C.

A preliminary test should be given each boy in camp, and his swimming and rowing ability recorded and kept on file. The aquatic program should include a day's order, in which the boys enter the water to swim at stated hours, always under the supervision of a leader. In addition to the leaders in the water with the boys, the life-saving corps or a patrol boat in charge of a competent leader should be on hand. It is also a good plan to assign a leader to watch for the least sign of distress on the part of any swimmer. A leader should also assume the supervision of the boats and no boy should be allowed their use without permission. The lifeboat should be used for no other purpose.

Sailboats and canoes should not be encouraged without qualification tests and expert leadership.

If on the seacoast, large boats are demanded for the safety of the boys. The ordinary fisherman's dory is a satisfactory boat. Boats for lake use should be of the skiff type.

Boat moorings are especially desirable on tidewater, and care must be exercised that boats do not pound against each other or drag their anchors. Pulleys are attached to mooring buoys with ropes to pull the boats out and back.

Generally an early dip is allowed before breakfast. Eleven o'clock is a good time for the regular morning swimming period. Another period should occur at about four o'clock in the afternoon. Swimming after dark should be discouraged. A whistle

should be used as a signal and strict obedience insisted upon. Three sharp blasts is life-savers' call and all out.

B. Supervision of Indoor Swimming Pools

The general supervision of the pool and its equipment must be assigned to a person who thoroughly understands its operation. The Director of Aquatics should be a man of Christian character, initiative, and technical training. His function is to promote an active interest and participation in swimming and life-saving. His objective should be, "Every person a swimmer, every swimmer a life-saver."

SUGGESTIONS

Any person who has been exposed to or is suffering from a communicable disease, such as typhoid fever, diphtheria, scarlet fever, and measles should report the facts concerning the exposure to the person in charge of the pool and should not use the pool until permission is obtained from the proper authorities.

Every person should take a thorough shower bath with the use of soap before entering the pool.

Persons found polluting the water with their body discharges should be excluded from the pool. The trough along the side of the pool is provided as a place to expectorate.

The water in the pool can be purified and made safe for bathing purposes, but it is not drinking water; therefore, bathers should be warned against swallowing any pool water taken into the mouth.

No boy should be allowed in swimming unless someone in authority is in charge.

No one should be allowed to jump or dive from balconies or roof supports.

In diving, the hands should always be in a position to protect the head and face.

THINGS THE LEADER SHOULD KNOW

Aquatic sports are without doubt among the best and most popular, but it is a surprising fact that there are more wrong notions held regarding swimming than any one other known sport.

Cramps: First and foremost; it is a wrong idea that most of the swimmers who drown are victims of cramp, when as a matter of fact the only form of cramp that necessarily results fatally is a contraction or cramp of the bowels. This, however, is very rare. Cramps of the muscles in the arms or legs, while painful, do not last long and are not necessarily dangerous. If attacked in this manner, turn on the back, float, and if possible pull and work the affected part. As a safeguard against any such emergency, it is well to practice swimming on the back with different arm and leg movements.

Heart Disease: The principal causes of drowning—commonly attributed to cramp—are heart disease and apoplexy. Persons with heart disease are especially liable to sudden death due to the shock of plunging into cold water.

Temperature: The body should not be allowed to cool before entering the water. One should never enter the water unless the body is in a glow, not sweating. Do not enter if body is chilled, overheated, or exhausted. Allowing the body to become chilled wastes energy and removes nature's protection against shock. Again, the exhilaration due to healthy reaction is lacking if the body is allowed to cool before the plunge.

Indian Method: An Indian coming to a bathing pool, after stripping and before entering the water, vigorously rubs the pit of his stomach with the dry palms of his hands. This takes about one minute, then he dashes cold water all over the abdomen and continues the rubbing for another minute, then plunges into the water.

After Eating: One should never enter the water within an hour or two after a hearty meal, as the stomach during that period is utilizing the blood to aid the process of digestion.

Rise Three Times: The old fallacy that insists that a drowning person must rise to the surface three times and then drown is as groundless and senseless as many others. The number of times the drowning person may rise to the surface is determined by and depends upon the strength of the individual, and whether or not the lungs can be filled with air each time the head comes up out of the water.

Knockout: The stories told of rescuers who knock their victims unconscious before going ahead with the rescue are often

untrue. Such a feat would be rather difficult, because, in the first place, few swimmers know where to place the knockout blow. Then again, both the rescuer and his victim are surrounded by a yielding substance which offers nothing to back up the blow.

Deformity. Deformity or loss of limbs is no impediment to an ambitious person. Mr. C. C. Desaulneirs, of the Boston, Mass., Y. M. C. A., whose left arm is amputated at the shoulder, is an all-round swimmer and athlete and as a fancy diver and skater has won many prizes.

SECTION 4

Young Men's Christian Association, A. L. N. A.
National Swimming Records, 1919

Event	*Time or Distance*	*Name*	*Location*	*Date*
20 yd. swim	8 1/5 s.	Clarence Lane	Honolulu, Hawaii	June 24, '16
25 yd. swim	11 4/5 s.	Frank S. Gillman	St. Paul, Minn.	Mar. 18, '16
40 yd. swim	19 4/5 s.	John Kelii	Honolulu, Hawaii	1919
50 yd. swim	24 2/5 s.	Clarence Lane	Honolulu, Hawaii	1919
50 yd. swim, back stroke	30 s.	Harold Kruger	Honolulu, Hawaii	1919
50 yd. swim, breast	34 s.	G. E. Reddall	Brooklyn, N. Y.	Mar. 25, '15
75 yd. swim	39 3/5 s.	Clarence Lane	Honolulu, Hawaii	1919
100 yd. swim	56 4/5 s.	Clarence Lane	Honolulu, Hawaii	1919
100 yd. swim, on back	1 m. 11 s.	Harold Kruger	Honolulu, Hawaii	1919
100 yd. swim, breast	1 m. 18 4/5 s.	William Fox	St. Paul, Minn.	Mar. 24, '16
150 yd. swim, back stroke	1 m. 53 1/5 s.	Harold Kruger	Honolulu, Hawaii	1919
200 yd. swim	2 m. 12 2/5 s.	Duke P. Kahanamoku	Honolulu, Hawaii	1919
200 yd. swim, breast	2 m. 34 3/5 s.	Lawrence F. Snow	Boston, Mass.	Apr. 18, '17
220 yd. swim	2 m. 29 s.	Duke P. Kahanamoku	Honolulu, Hawaii	1919
400 yd. swim	5 m. 55 2/5 s.	Robert Muir	Boston, Mass.	Apr. 18, '17
500 yd. swim	6 m. 13 1/5 s.	Duke P. Kahanamoku	Honolulu, Hawaii	1919
Plunge and underwater	298 ft. 6 in.	Harry Broadman	St. Paul, Minn.	July 1, '16
Plunge and underwater	267 ft.	G. E. Reddall	Brooklyn Bedford	Dec. 17, '14
Underwater swim	240 ft.	C. E. Cooley	Memphis, Tenn.	Dec. 28, '16
50 yd. breast stroke	34 s.	G. E. Reddall	Brooklyn Bedford	Mar. 25, '15
100 yd. breast	1 m. 18 2/5 s.	Robert Muir	Boston, Mass.	Apr. 18, '17

100 yd. breast	1 m. 18 4/5 s.	William Fox	St. Paul, Minn.	Mar. 24, '16
20 yd. on back	12 4/5 s.	R. M. Darnell	Memphis, Tenn.	Oct. 21, '16
100 yd. on back	1 m. 29 s.	B. F. Taber	St. Paul, Minn.	Feb. 20, '15
100 yd. on back	1 m. 13 2/5 s.	Harold Kruger	Honolulu, Hawaii	June 24, '16
Plunge for distance	64 ft.	Carlton P. Schaub	St. Paul, Minn.	Apr. 5, '16
80 yd. relay	42 4/5 s.	R. V. Sims R. M. Darnell D. Boynton E. W. Wood	Memphis, Tenn.	Oct. 21, '16
400 yd. relay	3 m. 53 4/5 s.	Harold Kruger Clarence Lane John Kelii George Cunha	Honolulu, Hawaii	June 24, '16
400 yd. relay	3 m. 44 4/5 s.	Duke P. Kahanamoku George Cunha Clarence Lane Harold Kruger	Honolulu, Hawaii	July 22, '16
500 yd. relay	4 m. 43 3/5 s.	John Kelii Duke P. Kahanamoku Clarence Lane George Cunha Harold Kruger	Honolulu, Hawaii	July 22, '16

World's Swimming Records

	Made in Tank		*Made in Open Water*	
Distance	*Holder*	*Time*	*Holder*	*Time*
50 yds.	D. P. Kahanomoku (A)	23 m. 2/5 s.	D. P. Kahanamoku	23 m.
100 yds.	P. McGillivray (A)	54	D. P. Kahanamoku	53
100 meters	Norman Ross (A)	1.01	D. P. Kahanamoku	1.00 4/5 s.
120 yds.	P. McGillivray (A)	1.08 2/5 s.		
150 yds.	H. E. Vollmer (A)	1.29 4/5 s.	C. Healy (Aus)	1.34
200 yds.	Norman Ross (A)	2.06 4/5 s.		
200 meters	Norman Ross (A)	2.21 3/5 s.		
220 yds.	Norman Ross (A)	2.20 1/5 s.	P. McGillivray (A)	2.21 1/5 s.
300 yds.	Norman Ross (A)	3.16 3/5 s.	B. Kieran (Aus)	3.31 4/5 s.
400 meters	Norman Ross (A)	5.16 2/5 s.	L. Langer (A)	5.17
440 yds.	Norman Ross (A)	5.08 4/5 s.	L. Langer (A)	5.17
500 meters	H. E. Vollmer (A)	6.51 3/5 s.		
500 yds.	Norman Ross (A)	5.53 2/5 s.	L. Langer (A)	6.11 2/5 s.
880 yds.	B. Kieran (Aus)	11.11 3/5 s.	H. Taylor (E)	11.25 2/5 s.
1000 yds.	B. Kieran (Aus)	12.52 2/5 s.	L. Langer (A)	13.07 2/5 s.
1320 yds.	C. M. Daniels (A)	17.45 4/5 s.	W. Longworth (Aus)	17.42
1 mile	B. Kieran (Aus)	23.16 4/5 s.	G. R. Hodgson (C)	23.34 1/2
2 miles	Geo. Read (Aus)	54.54	W. Longworth (Aus)	51.32

National Interscholastic Records

Event	*School*	*Holder*	*Time*	*Date*
800 ft. relay	Poly. Prep., Brooklyn		2 m. 40 s.	Jan. 28, '19
50 yds.	Berkeley-Irving	Leo Giebel	26 1/5 s.	"
100 yds.	Poly. Prep., Brooklyn	Jelliffe	1 m. 2 s.	"
500 yds.	Berkeley-Irving	Leo Giebel	6 m. 48 2/5 s.	"
Fancy diving	Mercersburg	Reid		"
Plunge for distance	Western H. S. (Detroit)	Schuredt	79 ft.	"

National Intercollegiate Records

40 yds. (20)	Chicago U.	W. C. Earle	19 s.	Feb. 21, '16
50 yds. (25)	Yale U.	S. E. Hoadley	25 1/5 s.	Dec. 11, '14
100 yds. (25)	Columbia U.	Herbert Vollmer	56 2/5 s.	Feb. 18, '16
220 yds. (100 ft.)	Princeton U.	Eben Cross	2 m. 31 s.	Feb. 20, '14
440 yds. (20)	Northwestern U.	R. Simonson	5 m. 47 4/5 s.	Mar. 17, '16
Relay—160 yds. (20)	Chicago U.	Earle, Meine, O'Connor, Pavlicek	1 m. 20 s.	Feb. 21, '16
200 yards (25)	Yale U.	Ferguson, Schleat, Mayer, Thomas	1 m. 42 1/5 s.	Feb. 28, '17

800 ft. (100 ft.)	Yale U.	Mayer Sumners Marr Roberts	2 m. 30 s.	Feb. 27, '14
400 yds. (20)	Yale U.	Mayer Ferguson Rosener Schleat	4 m. 1 2/5 s.	Apr. 23, '16
Back stroke—150 yds. (20)	Chicago U.	C. B. Pavlicek	1 m. 50 2/5 s.	Feb. 22, '16
Breast stroke—200 yds. (20)	Wisconsin U.	Herbert Taylor	2 m. 45 2/5 s.	Mar. '15
Plunge for distance 78 ft.	Penn.	Carl G. Lehman	1 m. time limit	Feb. 7, '16
Plunge for speed (60 ft.)	Chicago U.	J. C. Redmond	18 4/5 s.	Feb. 26, '16
100 yds. on back		G. Richard Dungan (A)	1 m. 12 1/5 s.	
150 yds. on back		H. J. Hebner (A)	1 m. 49 3/5 s.	
Breast stroke—200 yds.		M. McDermott (A)	2 m. 38 2/5 s.	
Plunge for distance 82 ft. 7 in.		W. Taylor (E)	1 m. time limit	
106 yds. 2 ft.		E. P. Swatek (A)	55 s.	
Relay—5 men 500 yds.		A. C. Raithel Wm. Vosburgh H. J. Hebner P. McGillivray D. L. Jones	57 2/5 s. 55 s. 55 1/5 s. 58 s.	

SECTION 5

BOOKS ON SWIMMING

"And he shall spread forth his hands in the midst of them, as he that swimmeth spreadeth forth his hands to swim"—Isaiah 25:11.

1528 Colymbetes (The Swimmer), or the Art of Swimming
—*Nicholas Winman*
1555 History of Swimming—*Olaus Magnus*
1587 Swimming—*Everard Digby*
1678 Feats of Swimming and Diving performed by the Ancients
—*Nathaniel Wonley*
1734 Universal Lexicon—*Zedler*
1757 The Specific Gravity of Living Men
—*John Robertson, F.R.S.*
1786 Art of Swimming Made Safe and Easy
—*Benjamin Franklin*
1818 The Art of Swimming—*J. Frost*
1823 Swimming in Peace and War—*Vicomte de Courtivron*
1861 Swimming—*Ralph Harrington*
1866 Swimming—*Edwin Tenney Brewster*
1867 Manual of Swimming—*Charles Steadman*
1875 The Art of Swimming—*Captain Matthew Webb*
1883 The Swimming Instructor—*William Wilson*
1888 Complete Instructor (in card form)
—*Professor Hobson Bocock*
1889 Swimming and Life Saving—*Captain W. D. Andrews*
1890 Swimming—*Martin Cobbitt*
1890 The Swimming Handbook—*Sinclair and Cook*
1891 Life Saving Handbook—*Sinclair and Henry*
1893 Swimming—*Sinclair and Henry*
1896 How to Teach Swimming in Class
—*Rev. C. W. A. Brooke, M.A.*
1899 How to Swim—*Captain Davis Dalton*
1902 Swimming—*T. J. Riley*
1903 Swimming—*Edwin Sandy*
1904 Swimming—*Ralph Thomas*
1904 A. B. C. of Swimming—*Wycil, N. Y.*
1906 The Art of Swimming—*Richard Nelligan*

1909 Swimming—*Sheffield*
1910 At Home in the Water—*G. H. Corsan*
1916 Modern Swimming—*J. H. P. Brown*
1916 Life Saving—*G. F. Goss*
How to Swim—*Sterrett*—Spalding Library
Speed Swimming—*Daniels*—Spalding Library.

Magazines

Mind and Body
Physical Training
American Physical Education Review
Outing
Country Life

CHAPTER XV

GROUP AND MASS GAMES

Edited by Geo. O. Draper*
Training Secretary, Physical Bureau,
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Section 1. Mass Games
Section 2. Relay Races
Section 3. Stunts

Play is the one thing for which the boy finds a continuous and insatiable appetite. He had rather play than eat, and any activity which interferes with his play is absolutely unpopular. Boys should rejoice in the fact that folks are beginning to recognize in play vital and necessary elements of growth—physical, mental, and social. What used to concern parents and be a source of continuous worry and annoyance is now recognized as not only very desirable but essential.

Is there a boy who does not enjoy matching his skill and endurance through play with that of his companion? The country boys gather behind the barn when the opportunity offers and play "Duck on the Rock," "Run, Sheep, Run," or some other old familiar game. The city boys, when getting together in their parks and streets, play "Tops," "Red Rover," or some other jolly good game. It is an unfortunate boy indeed who does not have the opportunity to express himself through play. It is an abnormal boy who does not desire to play. There are many games,

* *Acknowledgment.* This compilation of games has been carefully selected from material used and contributed by Y. M. C. A. Physical Directors, Army Recreational Directors, Public School, College, and Playground Directors, whose generous cooperation has made possible this collection.

The compiler acknowledges this indebtedness and expresses his appreciation to those contributors and to E. P. Brandon, who prepared the chapter on group games for the Canadian Manuals.

good and bad. Some are popular in some sections of the country, some in others. It is the object of this chapter on games to make available for all sections of the country good games of proven worth. All of these games have been tried and have proved worth while. They have given hours of pleasure to boys.

They require no special equipment. They are available to everybody under almost any kind of circumstances. They are so simple that they can be led by any novice, and they contain those elements of happiness necessary to successful play.

The tendency in the present age is toward specialization. This specialization has led our play life into the realms of professionalism, and denied play to the novice.

Another element accompanying play which flies the danger flag, and probably more than any other thing has prejudiced the minds of many people against it, is commercialism. Commercialism also fosters specialization, and the tendency towards it must be discouraged. People should play for the love they have for play and not for any remuneration, whether it be money, clothing, or costly prizes. Prizes tend to create specialization and to eliminate the less skilled. The backward boy, or the boy who is classed as non-athletic, can be taught to enjoy play by the use of these simple play games.

"Play develops sportsmanship, courage, self-control, ability for true and quick decisions, and many other qualities that stamp a boy as a trained, well-organized individual." The boy who can play the game fairly, keep his temper, and use judgment, is developing qualities fundamental to his life. One who loses his head (to use a slang expression) in the game, is at the mercy of his opponent as well as is the individual who loses his head in business.

The boy who plays fairly, even though his opponent be using unfair methods, wins admiration, develops self-control, self-confidence, and fairness—qualities which will immediately find a place for him in the world of affairs. Winning is incidental—character-building is of supreme importance.

I. MASS GAMES

A. CIRCLE GAMES

Lock Arm Tag (1)

Players are arranged in pairs in a circle. The players in each pair lock inside arms and place the outside arm on hips. There should be a distance of at least three feet between each pair. Two players are selected. One is "it" and chases the other. The player being chased can link arms with either man in any pair in the circle. This makes three men. The man who has an opposite arm is then subject to being tagged by "it." Players are allowed to run through or around the circle in either direction. A man upon being tagged can immediately tag back, but as soon as he has linked arms with any one of the players in any pair within the circle, he is not subject to being tagged.

Lock Arm Tag

Three Deep Tag (2)

Players are arranged in pairs as in the previous game with the exception that the pairs are arranged with one player standing in front of the other. The game proceeds as in No. 1, but instead of linking arms, the man being chased steps in front of one of the pairs of players which makes that group three deep. The back man in that group is the man then chased by "it."

Three Deep Tag

Broncho Tag (3)

Players are arranged the same as in three deep. The last man in the pair grasps the man standing in front of him about the waist and by twisting him about tries to prevent the man being chased from getting in front of him. The front man tries to catch and hold the man chased. If the man succeeds then the third man in the group is subject to being tagged as in three deep.

Swat Tag (4)

Equipment Needed: Knotted towel, stick, rope, sneaker, belt, or swatter. The players are arranged in a circle with their hands behind their backs and their heads bent forward with their eyes on the ground. A man is selected to be "it." He runs about the circle with a swatter in his hands. He places it in the hands of one of the men in the circle. This man turns upon the man who stands at his right in the circle and begins beating him with the swatter and continues beating him as he chases him about the circle to the right until he comes again to the point in the circle he left. The chaser then runs about and places the swatter in the hands of some other man and the game proceeds as before. Hitting on the head is prohibited.

Circle Jump (5)

Equipment Needed: Rope with weight at the end or a bamboo stick. One man takes his place in the center of the circle with the rope or stick in his hands. The men forming the circle join hands. The center man swings the rope or stick about the circle under the feet of the men, who are expected to jump over same as it passes beneath them. If any player in the ring steps on the stick or rope or stops its progress, he must take his place in center and relieve the man there.

Object Tag (6)

Equipment Needed: A ball or some other easily handled object. Players are arranged in a simple ring. A ball is placed in the hands of one of the men forming the ring. A man is selected to be "it." He takes his place in the ring and endeavors to tag the basket ball. The men in the ring, by passing it in either direction, try to keep the ball from being tagged. The men are not allowed to skip more than one man in passing the ball about the circle. The penalty for skipping is that the one passing last shall become "it." If "it" succeeds in tagging the ball the man who last passed same takes his place. The ball is always in play whether it be on the ground outside the circle or in the hands of the players.

Breaking Prison (7)

Players are arranged in a circle with hands joined. The prisoner takes his place in the center of the circle and tries to get out by

breaking the bars (clasped hands) or by going over or under these barriers. Should he escape all other players give chase. The one catching him becomes the prisoner. Prisoners are not allowed to rush more than two strides in attempting to break through the lines.

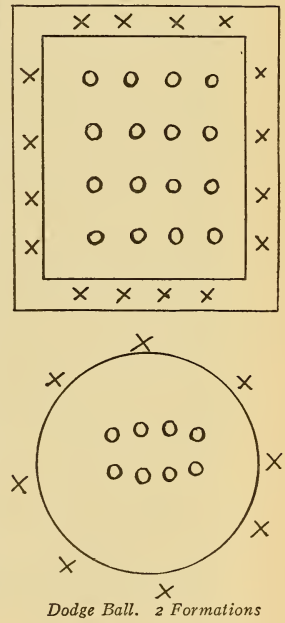
Mount Ball (8)

Equipment Needed: One ball or bean bag. No 2's mount astride the backs of No. 1's and are given the basket ball. The riders endeavor to pass the basket ball back and forth. The players being ridden (the Bronchos) endeavor by jumping and bucking to cause the riders to miss catching the ball. If the ball is dropped upon the ground, the Broncho of the player that dropped the ball picks it up and endeavors to hit the rider with it. (Caution—Bronchos should keep their positions in the ring. The riders are free to run anywhere to avoid being hit.) If he succeeds, then the riders become the Bronchos and the Bronchos are given the ball and the game proceeds as before. Heavy men should be paired together in this game.

Mount Ball

Dodge Ball (9)

Equipment Needed: One or more basket balls and a stop-watch. It is well for this game to have a lime circle marked upon the field. This should be large enough so as to allow all of the players to stand on same with plenty of room to throw the ball. Players of team one take a position on the outside of the line. Players of team two take their places inside of the circle. The object of the players on the outside of the ring is to hit with the ball the players within the ring without stepping into the circle. A player may step into the circle to recover the ball, but must either pass the ball or step outside of the circle before throwing it at an opponent. As soon as a player is hit he must drop outside of the ring. The man in the ring can move freely about, endeavoring to keep from being hit. After all the men in team one have been hit out of the circle the teams change, No. 2 taking the place inside, No. 1 outside. Record is taken of the length of time it required team two to hit team one out of the circle. If team one



Dodge Ball. 2 Formations

succeeds in hitting team two out in a shorter time, it is awarded the game. *Modification*—After a certain period of time the second basket ball can be put in play if desired. This speeds the game up considerably.

Circle Chase (10)

The group form a circle and are counted off in fours. The leader takes his place in the center of the circle. He calls any number from one to four and the men holding the number called by the leader step back and run around the outside of the circle to the right, endeavoring to tag the man who stands in the circle on his right. If he succeeds in tagging him he takes his place in the circle. The man tagged must go to the center of the circle. The one who eliminates the largest number of players wins the game.

Spinning the Hun (11)

Participants should not exceed 24. Players assume a sitting position (as close together as possible), with their feet toward the center of the circle. A player (the Hun) stands in the center of the circle. He makes himself as rigid as possible with his hands close to his sides. He falls into the hands of one of the men in the circle. This man passes him on to the next, who passes him on to the next, and so on. The man is spun around the circle. His feet are always on the ground, pivoting in the center. (It is well to select a light man to be spun.) If a man allows the Hun to fall he must take his place inside the circle.

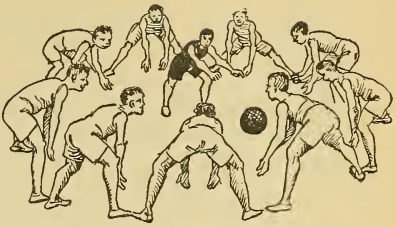
Numbers Change (12)

The players stand in a large circle and are numbered consecutively. One player takes his place in the center. He calls two numbers and the players whose numbers are called must change places while the center player tries to secure one of their places. The player whose number is first called does not move until after the second number is called. The one who is left without a place replaces the center player.

Pull into Circle (13)

A small circle should be marked upon the ground. Players are arranged around the circle facing in with joined hands. At the signal to start the players endeavor to make their neighbors step inside of the circle with one or both feet. If successful that individual drops out. As soon as the circle of men becomes too small to fit around the outside of the ring marked on the ground the line is reformed and the game starts over.

Circle Stride Ball (14)



Circle Stride Ball

The boys all but one form a circle, standing in a stride position, with feet touching those of the next boy, making a barricade for the ball. The odd boy stands in the center and tries to throw the ball outside of the circle between the feet of the players. Those in the circle try to prevent the passage of the ball using only their hands for this. The play continues until the boy in the center succeeds in sending the ball through the circle, when he changes place with the boy between whose feet the ball passes. The players must not move their feet, but in returning the ball to the center boy, it may be thrown at different parts of the circle, taking other players off their guard, thus aiding the center player.

B. TAG GAMES

Chain Tag (15)

The base line is at one end of the field of play. One player is appointed to be "it." He endeavors to tag another player. The player when tagged joins hands with "it" and the two endeavor to tag other players. Every player tagged must join hands with the others in a line between "it" and the player first tagged by "it." These two players at the end of the line are the only ones who can tag other players. If any of the other players succeed in breaking the line by breaking the grasp of players in the line, the men who are not in the line have the privilege of chasing those who made up the line back across the base line, slapping them below the belt as they run. Behind the base line the chain is again formed and the game is continued.

Cross Tag (16)

A man is selected as "it." He starts chasing another man. He must continue chasing that man until he either tags him or some third party runs between him and the man he is chasing. Then "it" must chase the man who crossed the path.

Turtle Tag (17)

One, two, or three men can be selected as "it," depending upon the size of the group. Those who are "it" endeavor to tag others. In order to keep from being tagged players must lie upon their backs

on the ground with neither feet nor hands touching the ground. So long as they are in this position they cannot be tagged by "it."

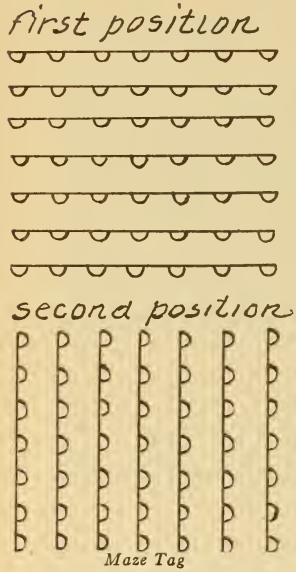
Ostrich Tag

Ostrich Tag (18)

In order to be safe the player must be standing on one foot with opposite arm under knee of same side, hand grasping nose. This may be made more vigorous by allowing the one who is "it" to take one push at any man in this position and if he breaks his position he is subject to being tagged until he again assumes the position.

Maze Tag (19)

All but two of the players stand in parallel lines or ranks, one behind the other, with ample space between each two players and each two ranks. All the players in each rank clasp hands in a long line. This will leave aisles between the ranks and through these a runner and chaser make their way.



Maze Tag

The sport of the game consists in sudden changes in the direction of the aisles, brought about by one player who is chosen as leader and stands aside, giving the commands, "Right face!" or "Left face!" at his discretion. When one of these commands is heard, all of the players standing in the ranks drop hands, face in the direction indicated and quickly clasp hands with the players who are then their neighbors on the right and left. This brings about a change of direction in the aisles and therefore necessitates a change of direction in the course of the two who are running.

The success of the game depends largely upon the judgment of the leader in giving the commands, "Right (or left) face!" They should be given quickly and repeatedly, the leader often choosing a moment when the pursuer seems just about to touch his victim, when the sudden obstruction put in his way by the change in the position of the ranks makes necessary a sudden change of direction on his part. The play continues until the chaser catches his victim, or until the time limit has expired. In either case two new players are then chosen from the ranks to take the places of the first runners.

It is a foul to break through the ranks or to tag across the clasped hands.

Number Tag (20)

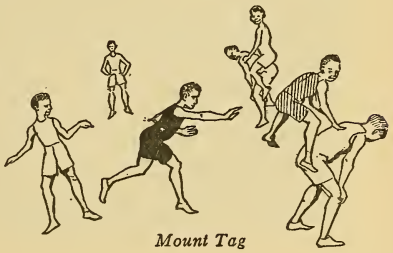
Equipment Needed: An old soft playground ball or basket ball. A small circle (three feet in diameter) is marked in the center of the field of play. Each player is given a number. The game is started by one of the players dropping the ball in the circle and calling a number. The one whose number is called picks up the ball and commands, "Halt!" All players must stand fast upon hearing the command. He endeavors to hit a player with the ball. If he succeeds, the player hit picks up the ball, commands "Halt!" and attempts to hit some one else. The game continues in this way until some one misses. The player who misses hitting another has one point recorded against him and must take the ball to the circle and start the game again by calling a number. If a player has two misses checked against him, he is penalized. The penalty is for that player to run the gauntlet. All the other players line up in two columns, facing each other. The penalized player must run between these columns while the players forming the lines are given the opportunity to slap at him from behind as he runs by. The penalized player is given the ball and the game is continued.

Double Number Tag (21)

Equipment Needed: One basket ball or indoor baseball. Similar to number tag, with the exception that each number is assigned to two individuals. These individuals are known as partners. When a number is called either partner may pick up the ball and endeavor to hit others directly or else pass the ball to his partner, who may either hit a player or return the pass. If in making a pass the ball is not caught by the partner it counts the same as a miss. There is no limit to the number of times the partners may pass the ball between them. If any player is hit with the ball he may immediately endeavor to hit another player or pass to his partner. In this game only misses count against the player. Two misses result in a penalty. Both partners have to run the gauntlet to pay their penalty, whether it has been earned by an individual or collectively. The game is then renewed by one of the penalized partners dropping the ball in the circle and calling a new number.

Mount Tag (22)

Similar to Turtle Tag, with the exception that a player can escape from being tagged by leaping upon the back of another player. Neither the man on the back nor the man who is carrying him are subject to being tagged.



Mount Tag

C. TUGGING AND THROWING GAMES

Line Wrestling (23)

A line is marked upon the field. Teams draw up on each side of the line, facing each other. Object—to pull the opponent across the line. At the command to go the men try to pull opponents across the line. When both feet of a man cross the line he becomes a captive and is out of the game for that trial. The team which has succeeded in pulling over the most men at the end of two minutes wins. The best two out of three pulls, to determine the best team.

Hot Rice (24)

Equipment Needed: One baseball bat or club, one indoor baseball. A player takes the bat and ball in a position centrally located in the playing space. All other players spread out on the floor around the man with the bat. The man with the bat starts the game by batting the ball in any direction. Any player who can get the ball, immediately throws it at the man with the bat. The batter tries to bat the ball, thus protecting himself from being hit. If any part of his body is hit by the ball the man who last threw it is entitled to take the bat. If the batter should bat the ball and one of the other players should catch it, that player would also be entitled to bat. The man with the bat endeavors to prevent himself from being hit by placing as much distance between himself and the thrower as possible, either by running from the ball or hitting the ball from him. Upon being hit, however, he immediately drops the bat and the man who threw the ball becomes the batter. All may run about with the exception of the man with the ball. He must throw from the position where he picks it up.

Duck on Rock (25)

A flat rock is placed upon the ground 15 yards in front of a line. Each competitor is given a tin can, block of wood, or a small rock and in turn throws from behind the line endeavoring to have his missile land as near the flat rock as possible. The one whose missile is the greatest distance away from the flat rock is "it." He places his missile (which is called the "duck"), on the rock, and the other competitors endeavor to pick up their missiles and run back across the line without being tagged by "it." If tagged they become "it" and must place their missiles on the rock. As soon as the competitors have crossed the line they endeavor to knock the duck from the flat rock by throwing their missiles at it. If successful they are allowed free return passage to the line and the individual who was "it" must replace his duck on the rock before he can tag any of the competitors in their endeavor to race back to the line.

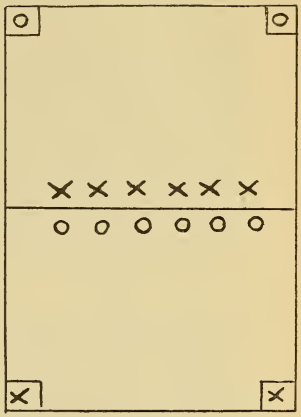
Corner Ball (26)

A space about thirty feet long and twenty feet wide is needed for the game. (See Figure.) A line (1) divides this into two equal parts. At each corner is a base. Each party forms in a straight line about eight feet from the line. Two members of each party take positions in the bases on the other side. Number one of the first party then throws the ball over the heads of the second party, to one of his fellows on either of the bases. If he catches it, he throws it back. The opposing party tries to intercept the ball and, if successful, gains one point. The play then continues, the other side throwing the ball.

The rules of the game are:

1. The members of each party may move about freely in their space.
2. No member may cross the line.

("Mind *v.* Body," Vol. V.)



Corner Ball

Long Ball (27)

Equipment Needed: A playground ball and bat. Two parallel lines 60 feet apart should be made. One line is called "home" and the other "third base." The pitcher's box is half way between the two lines, or it may be placed 35 feet from each line (having two boxes). The player is put out either by being hit with the ball thrown by an opponent or by the regular rules of indoor baseball.

Guess Ball (28)

Equipment Needed: One basket ball. Teams line up behind a certain line. One person is "it" and stands about 25 feet in front of players, with his back to them. Some man throws the ball and tries to hit the fellow standing in front. If successful in hitting the one in front, the one in front tries to guess who hit him. If he guesses the right man, he takes the place of the one who hit him; if not, he takes another turn in being "it." But if the one who aims for the one in front misses, the thrower is "it" and must go out in front, and so on.

Hand Baseball (29)

Equipment Needed: One light rubber or tennis ball. The game is similar to regular baseball with the exception that instead of batting the ball with a bat, the open hand is used. One or three bases can be used according to the number of players. The fielders can put a base runner or batter out as in regular baseball by hitting said batter or base runner when he is off or between bases.

Horseback Wrestling (30)

In this game one-half of the men will be riders and the other half horses. The rider, when astride his horse, will use nothing but his legs as his support during maneuvers. His hands will at all times be kept free and will not touch the horse. It will be the object of the horse to balance his rider properly, so that at the word "Go" two riders can come to combat in a form of wrestling, with the object of dismounting one another. The winners are later assembled for competition among themselves. This game may also be reversed by having the riders become the horses as soon as one has been successful in dismounting the other. A bout is won and ended when any part of the opponent's horse or rider touches the ground, except, of course, the feet of the horse.

D. CHASING GAMES

Stealing Ammunition (31)

Equipment Needed: A number of short sticks, stones, or some such articles. The ground is divided into two equal parts with a small goal marked off at the rear end of each part in which these sticks are placed. Each player who reaches the enemy's goal safely may carry one stick to his own goal and may not be caught while carrying it back. If caught in the enemy's territory before reaching the goal, the player must remain a prisoner in the goal until touched by one of his own side. Neither may he be caught while returning. Any player may catch any opponent except under the rule just stated. No ammunition may be taken by a side while any of its men are prisoners. The game is won by the side gaining all of the ammunition.

Black and White

Black and White (32)

Equipment Needed: A pasteboard or wooden disk about 4" in diameter, white on one side and black on the other. Two base lines, parallel with each other and 50 feet apart, a center line parallel with the base lines and half way between, are marked on the field. Players on opposing teams line up back to back on each side of the center line with a space of 6 feet between the lines. One team is called "White," the other "Black." The disk is thrown into the air by the official. If the white side turns up, the "White" team chases the "Black" team across their base line. Every man tagged by the "White" team men, joins the "White" team. The two teams line up as before, the disk is again thrown and whichever side comes up, that team endeavors to tag its opponents

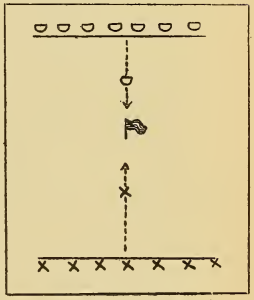
before they can run across their base line. The team having the largest number of players at the end of a game wins.

Marching Tag (33)

Two base lines 50 feet apart. The group is broken up into two units. These units form in company front behind their base lines, facing each other. Unit No. 1 marches forward in this formation and continues so to march until a whistle is blown. The whistle is the signal for Unit No. 1 to break ranks and run back to its base line before the men forming Unit No. 2 can tag its members. No. 2 men cannot leave their base line until the whistle is blown. Every man tagged before crossing his base line must line up with No. 2. Unit No. 2 then marches forward until a whistle is blown and is chased back behind its base line by Unit No. 1. The line having the largest number of players after an equal number of trials wins the game.

Steal the Flag (34)

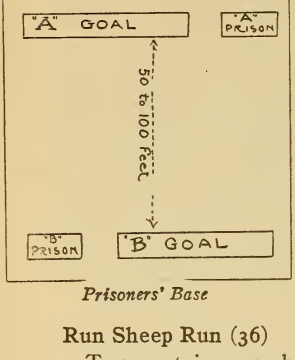
Equipment Needed: A small stick two feet long. (*This may have a flag attached if desired.*) Two base lines are drawn parallel and 50 feet apart. Players on opposing teams line up behind the two lines, facing each other. A captain is selected. Each team sends out one representative to the center of the field, where the small stick has been stuck into the ground in a vertical position. The object of each man who has been sent to the center is to grasp the stick and get away behind the base line before he can be tagged by the opponent. If he succeeds it counts one point for his team. If he is tagged by his opponent, it counts one for the opponents. Either man has the privilege of grasping the stick and attempting to return with it to his line. The stick is immediately stuck up in the center field and each captain selects another of his team to send forward to capture the stick the second time. The game is continued until each man has had equal opportunity to steal the stick.



Steal the Flag

Prisoners' Base (35)

Two lines are drawn parallel and 50 feet apart, known as base lines; a 5-foot square behind each line serves as prison. The teams line up one behind each line. One or more players from either team leave the base line and run toward the opponent. One or more members of the opposing team rush out and try to tag them before they return to their base lines. The last player to leave the base line may tag any opponent and is only subject to being tagged by an opponent who has left the base line later than he did. A player may run back across his own base line and immediately enter the field of activity again in an effort to tag an opponent before he can return to his own



Prisoners' Base

base line. As soon as a player is tagged by an opponent he is taken to prison behind the opponent's line. A captor is given free passage back with his prisoner to the base line. Prisoners stay within the prison until one of their team-mates succeeds in tagging them without previously being tagged by an opponent. When a prisoner is released from the prison free passage is given to the one who succeeded in releasing him. The team having the most prisoners at the end of a given time wins the game.

Run Sheep Run (36)

Two captains are chosen who in turn alternately choose players for their team. One team becomes a searching party and remains at the goal, while the other team goes out with its captain, who directs the various individuals where to hide, after agreeing with his party on a series of signals to be used, as described below. When all are hidden, this captain goes back to the searchers, who at once start out on a hunt under the direction of their captain, who may divide or dispose of his party as he sees fit. The captain of the hiding party remains with the searchers, calling out signals to his hidden men which shall enable them to approach nearer to the goal by dodging from one hiding place to another, always trying to keep out of sight of the searchers. Neither party, however, may run to the goal until his own captain shouts, "Run, Sheep, Run." The captain of the hiding party is generally the first one to give this signal and he does so whenever he thinks his men are well placed to make the goal. The captain of the searchers naturally gives the signal to his men as soon as he hears his competitors give it, as the game is won by the party of which one player first reaches the goal. Should any member of the searching party catch sight of an opposing player before all run to the goal, he tells his captain, who at once shouts, "Run, Sheep, Run." Any signals may be agreed upon between the captain of the hiding party and his men. The following are examples: One whistle, meaning "Keep low"; two whistles, "Push to the left"; three whistles, "Danger"; four whistles, "Push to the right"; five whistles, "Push toward the goal."

Hip (37)

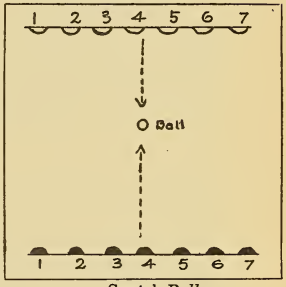
Equipment Needed: One stick about two feet long. All the players stand in an informal group. One of them is provided with the stick, which he throws as far as he can, at the same time calling the name or number of one of the other players. The one who threw the stick,

and all the others except the one whose name is called, scatter. The one who is called must pick up the stick, whereupon he becomes "Hip" and must chase the other players. Any player whom he catches he touches with the stick (pounding not allowed), and that player at once joins him in trying to catch the others. Anyone caught by the second player, however, must be held by him until "Hip" can come and touch the prisoner with the stick. The one touched with the stick, thereupon joins "Hip's" party and tries to catch and hold other players until touched by the stick of "Hip."

Fox and Geese (38)

One player is chosen to be fox and another to be gander. The remaining players all stand in single file behind the gander, each with his hands on the shoulders of the one next in front. The gander tries to protect his flock of geese from being caught by the fox, and to do this spreads out his arms and dodges around in any way he sees fit to circumvent the efforts of the fox. Only the last goose in the line may be tagged by the fox, or should the line be very long, the last five or ten players may be tagged as decided beforehand. It will be seen that the geese may all cooperate with the gander by doubling and redoubling their line to prevent the fox from tagging the last goose. Should the fox tag the last goose (or one of the last five or ten, if that be permissible), that goose becomes fox and the fox becomes gander.

Snatch Ball (39)



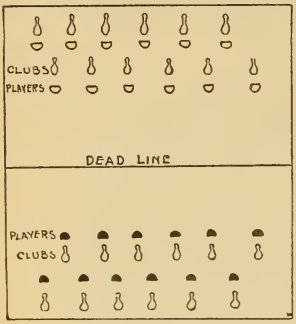
Snatch Ball

Equipment Needed: A stone, ball, or handkerchief. Any number of players can participate. Form two lines facing each other, the lines being about eight paces apart. The players number off on each side from one to the number of men in line. The object is mid-way between lines. The leader calls a number, both men run for the object and one, either by speed or strategy, snatches the object and returns to his own side, without being tagged by the same numbered player from the other side, thereby scoring one point for his side. Should the other man touch him the other side would score the point. Game to continue any number of points. To make the game more complex, call two or more numbers. This makes it harder to snatch the ball.

Fox in the Hole, Safety First Hop (40)

Any number of players may participate. Area for the game should be restricted, not too large; a four-foot circle should be made for a base. The leader chooses one player for Fox or Hopper. While this player is on the base he may stand on two feet, but when

he leaves the base to catch another player he must hop on one foot. Should he put the other foot down, he must return to the base and every player can slap him on the back until he does, but no player may block his path to the base. Should a player become tagged he becomes the Fox, and the other players may slap him on the back until he is safe on the base.



Bombardment

Bombardment (41)

The ground is divided into two equal fields by a line drawn across the center. At the rear of each section an Indian club for each player is placed, the player standing in front of the club, as per diagram. The object of the game is to knock down the opponents' clubs, each player, therefore, serving as guard to protect his club and as a thrower. He may throw whenever he can secure a ball. The balls are placed at the beginning of the game in the center of the field. None of the players of either team are allowed to pass over this center line. The score is taken at a given time, the side knocking down the largest number of pins winning.

This game may also be played by using a straight elimination play, that is, as soon as a player's club is knocked down, he picks it up, and leaves the floor, the game proceeding until either one of the teams is eliminated.

Another variation is to have each player go over to the opposite side when his club is knocked down until one side gets all of the opponents' players.

Treasure Hunt (42)

This game is a very adaptable one and can be run in a great number of different ways. It can be as simple or as complex as any leader may desire.

A mysterious letter may be read to the group or a letter in code posted where the group can see it. The contents of this letter will direct any one to a place where they will find detailed information as to the exact location of a buried treasure. By following instructions, working out the code, a boy will discover a second letter in hiding. A time limit may be allowed to find letter No. 3. At the end of that time the information contained in the second letter may be given to the entire group, so that they may hunt for letter No. 3. This method keeps everybody in the game.

As many letters may be hidden as desired, using the treasure as the last.

As stated before, this game is adaptable and can be made to teach observation, trailing, and tracking. Letters using identification of

trees, flowers, moss on trees, birds' nests, and so forth, may be used. Map and chart reading make the game more difficult. Letters may be written in Morse and Continental codes or easy codes may be made up.

"Eats," a good book on trees, flowers, a small axe, or any useful article may be the hidden treasure.

E. QUIET SOCIAL GAMES

Mingling Games

Games which can be used at the beginning of a social evening for the purpose of causing the group to mingle.

Capitals (1)

Half of the group will have pinned on them the outlines of different states without the names. The other half are given on slips of paper names of capital cities of states. The latter group are supposed to locate partners by finding the state to which they hold the capital.

Around the World (2)

Each player is given a card and a pencil. Various articles are scattered throughout the room, representing different countries, states, or cities—for example: A wooden shoe for Holland, a picture of a bull for Spain, a package of tea for China, a bear for Russia. Each article is numbered. The players circulate about the room endeavoring to guess what each article represents. He writes his guess, with the number of the article, on his card.

Alphabetical Answers (3)

Cards having different letters of the alphabet are made. Each player has one of these cards pinned upon his person. It is well to eliminate the letters v, x, and z in this game. One player asks another a question and that player must answer, having his first word commence with the letter pinned upon him. He must complete his answer before the questioner can count ten. If unsuccessful he must surrender his letter to the counter. The player having the largest number of letters at the end wins the game. Two players cannot question the same individual at the same time. The one questioned cannot use the same answer twice.

Who Am I? (4)

Each player has pinned upon his back the name of some prominent personage. In conversing with each other the conversation is carried on as though it were addressed to the personage whose name is

pinned on the back of the individual. It is the object of each individual to guess the personage he represents.

Trick Games

Mirror Pictures (1)

It is necessary for the one who plays this trick game to have an accomplice. The one who is to illustrate the game goes out of the room. His accomplice explains that he can picture the face of one of the individuals in the room upon the mirror, so that the person who has been sent from the room on his return can guess whose picture was taken. The accomplice then calls to the center of the room one of the group and has him look for a few seconds into the mirror. After the picture is taken in this way, the one who has been sent from the room is called back and to the amazement of the group he names the player whose picture is supposed to be photographed in the mirror.

The Trick

The accomplice who takes the picture sits in the seat of the one whose picture was taken, hence it is necessary for the one who leaves the room to observe the positions of the various players before going out.

Magic Writing (2)

An accomplice is required in this game. The one who is to illustrate the game leaves the room. The accomplice asks the others remaining in the room to select some word. Suppose the word selected be "hours." The one sent from the room is then called in. The accomplice has a short stick in his hand and by a series of mystic flourishes and knocks interprets the word to the player who left the room. He, to the astonishment of all, guesses the exact word decided upon.

The Trick

The vowel "a" is represented by 1 knock; "e" is represented by 2 knocks; "i" is represented by 3 knocks; "o" is represented by 4 knocks; "u" is represented by 5 knocks. The consonant "h" is interpreted by the conversation. For example, the accomplice in interpreting the "h" in "hours" to the one returning to the room did it in this way. Flourishing the stick in the air he says "Having a hard time, are you not?" The guesser knows by that the first letter is "h." The accomplice then taps four times with a stick indicating "o," then after a few more flourishes taps five times representing "u," then says to the players, "Remember the word you have chosen," which gives the letter "r" to the guesser. The accomplice then says,

"Seems as though you should have it by now," and the one who left the room knows that the word "hours" was the one selected and so states.

Watch Trick (3)

An accomplice is required for this game. The one who is to illustrate the game leaves the room. The players remaining in the room then determine upon some object which shall be hidden. This object is unknown to the one who leaves the room. After it is properly hidden the lights are turned out to make the trick seem the more difficult. The players are cautioned that they must keep absolutely quiet during the game. The guesser is called into the room and with little difficulty goes to the object and discovers it to the other players.

The Trick

The accomplice places a watch beside the hidden object and the one who leaves the room locates the hidden article by the tick of the watch.

Guessing Games

Verbal Authors (1)

A judge is selected who takes his place in the center of the group. Each player in turn has to stand up and name the title of a book. The others are to guess the author. The one first naming the author scores one point. The next individual then stands up and gives another title. The game continues. The individual naming the most authors scores the highest number of points.

Another way to play the same game is to give each player a card and a pencil and have him write thereon as many of the authors as he knows.

Words (2)

The players are arranged as in a spelling match. Sides may be chosen if desired. The first one in the line starts by giving a letter. The next one in line adds a letter to it. Suppose the first letter given to be "m." The second player thinking of "money" says "o." The third player thinking of "mobilize" says "b," but as m-o-b is a complete word the third player must take his place at the end of the line for completing the word, as no word is supposed to be completed until the turn of the last player.

Gossip (3)

A player is sent out of the room. A judge is selected who asks each player left in the room to make some statement about the individual who has been sent out of the room and writes down the

statement and the name of the individual making it. Example of statements: "His chin is too long." "He has his mother's eyes." "He is a poor hunter." When the leader has selected all of these statements the individual is called back into the room. The leader then reads off the various statements made and it is up to the one who left the room to guess who it was that made the statements about him. If he guesses correctly that individual is sent out of the room and the game continues.

Telegrams (4)

Each player is given a telegram blank and pencil. Upon this he places ten letters about one and one-half inches apart. He cannot use the same letter twice. All of the blanks are then passed to the right and each player writes a telegram, using words starting with the various letters he finds upon this blank. The telegrams are then read aloud.

Shouting Proverbs (5)

A player is sent from the room. Those remaining think of some proverb. Each player is given a word of the proverb. When the player is called back into the room they all shout at the same time the word of the proverb which has been given them. It is up to the guesser to tell the proverb.

Find the Ring (6)

Equipment Needed: A long piece of string with a small ring on it, the string being tied. The players sit in a circle, holding in their hands a long piece of string tied at the ends so as to form a circle large enough to go around, a small ring having been put upon this string. One player is chosen to stand in the center. The players who are seated then pass the ring from one to another, the object being for the player in the center to detect who has the ring. The other players will try to deceive him by making passes to indicate the passage of the ring when it really is not in their vicinity. When the player in the center thinks he knows who has the ring, he calls out the name of the player. If right, he sits down, and that player must take his place in the center.

Animal Blind Man's Buff (7)

A player is blindfolded and placed in the center of the group. After having been turned about several times to confuse his location, he is handed a short stick. He endeavors to touch an individual with the stick. (The players are not allowed to move about to avoid being touched by the stick.) Upon touching an individual he gives

the name of an animal and the player touched must try to imitate the noise that animal makes. Upon hearing the noise, the one blindfolded endeavors to recognize who it is that makes it. If successful, that individual takes his place.

Team Games

Clothespins (1)

Equipment needed: Three dozen clothes pins. The players are divided into two teams and arranged in two lines facing each other, seated. A dozen and a half clothespins are handed to the two players facing each other at one end of the lines. The pins must be held in the grasp of the two hands. At the signal to start, the player holding the bundle of pins passes the bundle to the next player in the line. The object of the game is to pass the bundle of clothespins from hand to hand to the other end of the line and return. If any of the pins are spilled, the individual dropping the same must recover them for his bundle before passing them on to the next. The team that first succeeds in passing the bundle of pins to the end of the line and back wins.

Cross Questions (2)

All but one of the players sit in two rows facing each other, those directly opposite each other being partners. The odd player walks around the rows behind the others, asking questions of any player facing him from the farther row. The question must be answered, not by the player addressed, but by his partner or vis-a-vis, who sits with back to the questioner. Any player answering a question addressed driectly to him, or failing to answer one addressed to his partner, or giving an incorrect answer to a question, changes places with the questioner, or pays a forfeit, as may have been decided on beforehand.

Jenkins Up (3)

Divide the company into two sides. One division sits around the table on one side, the other on the opposite side. The members of division "A" put their hands under the table and a small coin, dime or quarter, is passed from one to the other.

When division "B" thinks they have had enough time, the players call out, "Jenkins up!" and the players of "A" hold up their closed hands, and when "Jenkins down!" is called, they must place their hands, palm down, on the table. The players of "B" must guess under which palm the coin is. Each player has one guess, those on the opposite side raising their hands when requested to do so.

If "B" guesses correctly, the coin is passed over to them and "A" must guess who has it, but if not, "A" keeps the coin, and "B" has

another trial for guessing. Tally may be kept, 1 being counted for every correct guess, and a certain number, as 50, may be the limit. The side gaining 50 points first is victorious.

Fire (4)

Choose two leaders from among the players. Each leader chooses his side. The sides sit opposite each other, and the leader of one throws a ball to any one on the opposite side. As he does so he says either, "Earth," "Air," "Water," or "Fire," and counts ten.

The person who caught the ball must answer before he finishes counting ten. If "earth" was called, he must name some quadruped found therein; if "water," some fish must be named; if "air," the name of some bird; but if "fire" was called he must remain perfectly still.

If the players give a wrong answer or speak when they should be silent they are out, and the leader must throw the ball to some one else, but if the players answer correctly, it is their turn to throw the ball to someone on the opposite side, and the game goes on as before.

The side whose players stand up the longest, wins the game.

Location (5)

The group is divided into two teams. A leader is selected for each group. A player on team 1 calls the name of a town or place and counts ten. While he is counting the opposite opponent must give the location of the town or place. If he has not succeeded before the counter has reached "ten," he drops out. The second player on team 2 then names a place and it is up to the second player on team 1 to give the location. When all the players have had a chance the team having the largest number of players remaining, wins.

II. RELAY RACES

For line relays the teams are arranged in columns of file with the columns running parallel to each other and at least ten feet apart. This is the simplest formation in which the players can be grouped. A fixed line of lime, tennis tape, or sunken wooden take-off boards should be so placed on the field that competing teams have equal advantage. This line shall be known as the starting line and the front man in each column shall toe this line. Another line which shall serve as the distance line shall be placed thirty feet in front of and parallel to the starting line.

When large numbers of teams are competing it is well to have the man who finishes the relay wear some distinguishing mark to aid the judges.

A. PASSING RELAYS

(*Note.* A shoe, stone, bean bag, ball, or some other object can be used in the following events.)

Straddle Relay (1)

Players stand in the stride-stand position with the object to be passed on the line in front of the first contestant. At the start the object is passed between the legs of the contestants in the column until it reaches the back of the column. There it is picked up by the end man who carries it forward on the left side of his column to the distance line which he must touch. He then returns to the front of his column where he faces about and passes the object back between his own legs toward the back of the column where it is picked up by the end man who repeats the performance of the preceding end man. When every man has carried the ball forward the last man finishes the race when he crosses the distance line.

Straddle Relay

Over the Top (2)

Players stand at attention with the object to be passed on the line in front of the column. At the start signal the object is passed back over the head by the first player to the second and so on until it reaches the last player. (Every player in the column must grasp and pass the object.) The end player carries the object forward over the backs of the players in the column in front of him who assume a stooping position. As soon as he reaches the front of the line he runs to the distance line after touching which he returns to the front of his column and starts the object back over his head. When every player has carried the object forward the last player finishes the race when he rushes forward across the distance line.

Over and Under (3)

Like No. 2 excepting that every other player must pass the object between the legs.

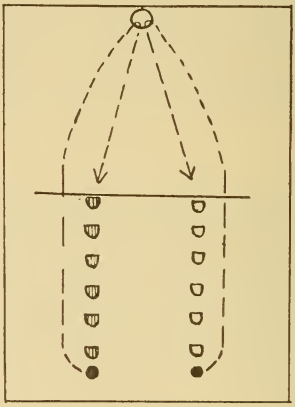
In and Out (4)

Players stand in the stride-stand position, with the object on the line in front of the first contestant. At the start signal the object is rolled back between the legs of the players in the column until it reaches the back of the column where it is picked up by the end player who runs forward to the right of the player in front of him, to the left of the second, to the right of the third, etc., until he has

reached the front line whereupon he runs to the distance line which he touches. Returning to the front of the column he starts the object back between his legs. When every player has carried the object forward the last player finishes the race when he crosses the distance line.

Basket Ball Relay (5)

Equipment Needed: One basket ball for each team competing and one basket ball basket for every six teams competing. The ball is placed on the starting line in front of the column. Players assume a stride-stand position. At the signal to go the ball is passed back between the legs of the men in the column until it reaches the last man in the



Basket Ball Relay
(*See also cut on page 209*)

column, who rushes forward and shoots the ball into the basket, which should be located about fifteen yards in front of the column. As the men from the other columns will be endeavoring to shoot from their places through the basket at the same time, this makes a very spirited game. A man can shoot for his basket from any position on the floor, but must shoot until the ball passes into the basket. Players are not allowed to interfere with each other in shooting the basket. After the goal has been properly made, the men return to the front of their columns and each starts the ball back between his legs and the game continues until every man has shot the required basket.

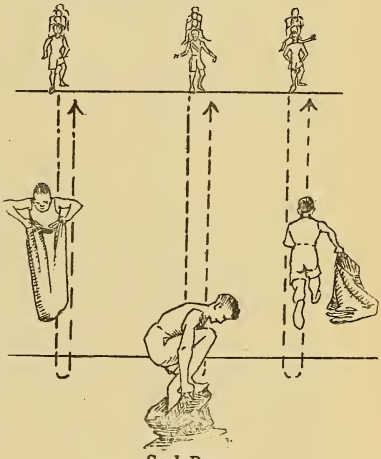
B. EQUIPMENT RACES

Potato Race (6)

Equipment Needed: One potato and a block of wood or a stone for each competitor. A circle 18 inches in diameter is placed three feet in front of the starting line in front of each column. Another circle of the same size is placed about 15 yards in front of the first circle. As many potatoes are placed in the circle nearest the start line as there are competitors in the line. (*Note.* A basket can be used in place of these two circles, if available.) At the signal to start, the first player in each column runs forward, picks up a potato from the nearest circle, carries it to and drops it into the far circle. (*Note.* The potato must be within the circle, not touching the line.) After properly placing the potato in the far circle, the player returns, tags off the front player in the column, and takes his place at the rear of the column. The man tagged off repeats the performance, carrying off the second potato, etc. The race ends when the last player, after carrying his potato to the far circle, returns across the line.

Sack Race (7)

Equipment Needed: One good-sized crocker sack for each line. The front player in the column gets into the crocker sack. The crocker sack must be held well up under the arms. At the signal to go the player jumps forward to the distance line, beyond which he takes off the crocker sack, runs back to the front of the column, hands the sack to the second player, who gets into same. He must have pulled the crocker sack well up under the arms before he crosses the starting line. He then repeats the performance of the first. Players returning from the distance line take their places at the rear of the column. The race is won when the last player on the team crosses the finish line.



Sack Race

Stab-the-Spud Race (8)

Equipment Needed: One potato and one pointed stick, two feet long, for each competitor. A circle 18 inches in diameter is placed in front of each column. Another circle of the same size is placed about 15 yards in front of the first circle. As many potatoes are placed in the circle farthest away from the starting line as there are players in the line. The first player in each line is given a pointed stick. At the signal to go, he runs forward to the far circle, sticks his pointed stick

into one of the potatoes and runs back with it to the near circle. He is allowed to interfere with other competitors in attempting to make them lose their potato from their stick, so long as his potato is on his stick. His potato must be deposited within the circle nearest the front of his column before he hands his stick to the next player in the column, who runs and gets a second potato. After handing the stick to the front player in the column, competitors take their place at the rear of the line. The race ends when the last player, having properly deposited his potato within the circle, and having made sure that every other potato is within the circle, crosses the finish line.

Overcoat Relay Race (9)

Equipment Needed: Overcoat and gloves for each team. Have half of the players from each team in a column of file, opposite 40 yards from scratch, the leading players at scratch to be equipped with overcoat and gloves. At start the leading player runs to the leading player of his team opposite and transfers overcoat and gloves to him. This player returns to scratch, wearing overcoat and gloves and transfers to second player at scratch, and so on until last player of team has returned to scratch, wearing overcoat and gloves. Each player of team to run once only. Overcoat and gloves cannot be taken off until finish line is crossed. The player receiving same can put them on while running.

C. NOVELTY RELAY RACES

Monkey and Crab Race (10)

Players are arranged in parallel columns of file. At the signal to start the first player in the column places his hands on the ground and walks monkey fashion to the distance line. On reaching same he assumes a running position and returns to the front of the column where he touches off the second player, he himself going to the back end of the column. The second player gets down with his hands and feet on the ground, facing upward, and continues across the distance line in this position. He returns, tags No. 3, and takes his place behind No. 1 at the rear of the column. No. 3 walks monkey fashion. The rest of the column continues alternating, one man walking facing down and the other facing up with hands and feet on the ground until the last player, returning from the distance line, crosses the starting line.

Leapfrog Race (11)

Players stand in columns of file with a distance of four feet between individuals. At the signal to start all the players in the column, excepting the last player, assume a stooping position. The last player will take frog leaps over the backs of the players in the column followed by the next to the last player, etc. As soon as the

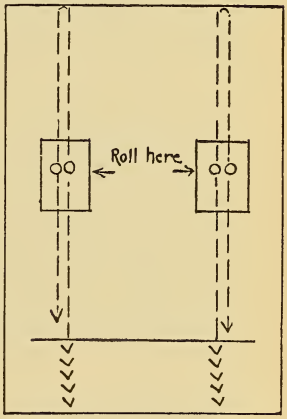
last player reaches the front of the column, he assumes a stooping position, likewise the player who followed him. When the player who headed the column has leaped over the backs of the players making up the column, he rushes forward across the distance line ending the race.

Hop Race (12)

The front player in the column hops on his right foot to the distance line, returning on his left foot. He tags off the next player on his team and takes his place on the end of the line. The race finishes when the last player returns from the distance line and crosses the starting line.

Forward Roll Relay (13)

Place a mat in center of floor in front of each team. Players run to mat, forward roll on mat, run to the end of the room; returning make another forward roll and run back to team, touching off No. 2 who does the same. If a team can do a backward roll use it for variety, or alternate.



Forward Roll Relay

Frog Race (14)

Similar to the hop race with the exception that the competitors travel in frog leaps rather than by hops. (*Note.* The frog leap is executed in this fashion. The player places both hands upon the ground supporting his weight thereupon as he jumps both feet forward, feet outside of hands. He then moves both hands forward simultaneously followed by both feet.) He travels the entire distance to the distance line, upon reaching which he assumes a standing position and runs back, tagging off the second competitor.

Skin the Snake (15)

Participants again assume the column of file position. Each reaches back between his legs with his right hand and grasps the left hand of the team-mate behind him. Upon the signal to start, the back player in the column lies down, keeping his feet together, and maintaining his grip on team-mate's hand. The column walks backwards over him. The next to the last player lies down beyond the last, etc., until the entire column is stretched on the ground. The player who was in the front of the column will be the last player to lie down. He gets up immediately and, running forward, straddling

the line, pulls the line with him. The line which gets to its feet the quickest without having broken, wins the race.

Slap Obstacle (16)

Players are arranged in parallel lines. Four players are selected from each column and are placed in front of and in line with the column with a distance of five yards between them. The first player in front of the column stands at attention; the second player takes a stooping position, as for leapfrog; the third player

Skin the Snake

takes a stride-stand position; the fourth player stands at attention. At the signal to start the player in front of the column runs forward, circling number one, leaping over number two, crawling between the straddle legs of number three, circling number four. After which he runs to the rear of the column, where he slaps the back of the last player; the last player slaps the back of the player in front of him and the slap is passed to the front player in the line who rushes forward upon receiving his slap and repeats the performance of the first runner. The game is finished when the last player in the column, after clearing all obstacles, crosses the starting line.

Rule. Runners are not allowed to grasp the man as they run around him.

Dead Man Relay (17)

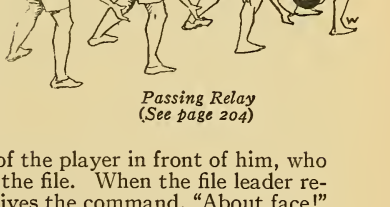
The front player in the column is instructed to go half way to the distance line and lie upon his back upon the ground with his head towards his team. At the signal to go, the second player in the column runs to the player lying upon the ground and lifts him by the shoulders to a standing position. (The player lying upon the ground should keep perfectly rigid.) The player lifted, then runs to the finish line. From there, he returns to the rear of his line. In the meantime the player who lifted him from the ground, lies upon his back in the same position as the player lifted. He who has gone to the rear slaps the player in front of him, and the slap is passed on until it reaches the player in the front of the column. He runs forward, lifts the dead man, and takes his place. The player runs to the finish line, and returning to the rear of the column, starts the

slap forward. The game ends when the last player in the line is lifted from the dead man's position, crosses the distance line and returns across the start line.

Attention (18)

Players stand at attention and are numbered off from the front of each column. The leader calls a certain number. The player of that number in each column runs forward on the right hand side, circling his column. Upon reaching the opening made by himself in the column, he steps in, assuming the attitude of attention. One point is awarded to the team whose runner first assumes the proper attitude in the column. Another number is called and the game continues.

Pass the Buck (19)



Passing Relay
(See page 204)

The players are in formation of two or more files, standing at stride-stand position with forward body bend and hands upon hips. Upon the starting signal the back man comes to the position of attention—with a snap—at the same time striking hard with the open palms of both hands the seat of the player in front of him, who in turn "Passes the Buck" on down the file. When the file leader receives the "Buck" he immediately gives the command, "About face!" The file about faces and jumps to a stride-stand forward trunk bend and the "Buck" is then passed up the file harder and faster than it went down. This is a relay race and the file getting the "Buck" back to its file-closer first wins. It is advisable to repeat the relay, *i. e.*, have the "Buck" passed down and up the file twice.

Spin around Relay (20)

A player is sent forward from each line to a position ten yards in front of and in line with his column. He shall be known as the pivot. At the signal to start the player at the head of the column runs to the pivot, links his right arm in the right arm of the pivot and swings around him, and then returns to the rear of the line, links the arm of the man at the rear and pivots around him. He then runs and tags off the man at the front of the column and takes his place at the rear. The man tagged off repeats the performance of the first man who ran.

Jump Stick Relay (21)

Equipment Needed: One stick at least three feet long for each team. The stick is held in the hand of the first player in the column. Upon

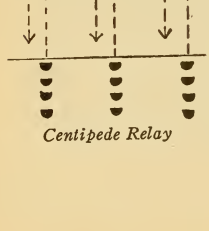
the signal to start he runs to the distance line, touching the line or the ground beyond with the stick. He then returns to the front of the column and hands the other end of the stick to No. 2. Then holding the stick between them and near the ground, they run to the rear of the column on each side. The players in the column leap over the stick as it reaches their feet. Upon coming to the rear end of the column No. 2 takes the stick and runs to the distance line, which he touches. He returns to the front of the column, hands the other end of the stick to No. 3 and the game continues until the last player in the column carries the stick across the distance line.

Flag Race (22)

In this race the players face to the left. A flag is stuck in the ground on the starting line. At the signal to start the contestant nearest the flag picks it up and hands it to his next neighbor. In this way it is passed to the end of the line. The end player takes the flag and runs in front of his line to the distance line. Returning to the right of his column, he starts passing the flag along. The player who is then last in line repeats the performance and so on until every player has run. The last player finishes the race when he crosses the distance line.

Rescue Race (23)

Players stand at attention. At the signal to start No. 2 in the column leaps upon the back of No. 1, who carries him across the distance line in piggy-back position. There he drops him. No. 1 remains behind the distance line. No. 2 rushes back and picks up No. 3 in the column and carries him beyond the distance line and No. 2 remains there. No. 3 rushes back and picks up No. 4, etc., etc. When the last player in the column has been carried across the distance line the race is finished.



Centipede Relay

Centipede Relay (24)

The first four players in the column straddle a broomstick. It is required that the first three players grasp the broomstick with both hands in front of them. The last player of the four must grasp the broomstick with both hands behind him. In this position they run across the distance line and return. Behind the finish line they give the broomstick to the next four players on their team, and take their place at the rear of the line, while the second four repeat the performance of the first. The race ends when the last group of four crosses the start line.

Paul Revere Race (25)

Players are arranged in column of file "open order" with a distance of ten to twenty feet between the contestants. A light player is selected from each team to act as rider. He starts just back of the last man in the column. Upon the given signal he leaps upon the back of the last man who carries him to the man next in front of him in line. The rider must change from the back of the first steed on to the back of the second without touching the ground. The second steed carries him to the third and he is passed on from steed to steed until he reaches the front man in the column, who carries him across the distance line, ending the race.

Chariot Race (26)

Each line is grouped in pairs. At the signal to start the first pair with arms locked run across the distance line, returning across the start line, running to the rear end of the column. They slap the last pair. That pair passes the slap on to the pair next in front of them, etc. As soon as the slap reaches the pair at the head of the column, they start. The race ends when the last pair returning cross the finish line.

Three-Legged Race (27)

No equipment needed other than the belts of the competing players. The competitors on the team are grouped in pairs. Team-mates stand opposite each other and have their inside legs strapped together just above the ankle with one belt and above the knee with the other. Their inside arms are placed around the back of their team-mate. The race is run in this fashion. When the first pair returns from the distance line they tag off the second and the second tags off the third, etc.

III. STUNTS

STUNT ATHLETIC MEET

One Hundred Yard Dash (1)

As many pieces of string are tacked to the wall, four feet, eight inches above the ground and about two feet apart, at one end of the stage or room, as there are competitors. The string to be twelve feet long. The contestants take the end of the string in their mouths and line up facing the point where their string is tacked. At the word, "GO," without the use of hands, they gather the string into their mouths until all the string has been taken into the mouth and the end attached to the wall is reached. The string must be kept taut at all times.

16-Pound Shot Put (2)

An inflated paper bag is put for distance, as though it were a shot, from the shoulder.

Potato Race (3)

A potato or some similar object is placed at the starting line. The race consists of pushing same with the nose to a certain point and back across the starting line.

Newspaper Race (4)

Contestants line up upon a starting line with a newspaper folded in quarter size under each foot. Each at the signal to start, lifts up one foot, and balancing on the other without touching the floor slides the paper forward with his hand. He then brings one foot down upon it, claps his hands above his head and lifts the other from its paper, which he moves forward with his hand. The foot supporting the body must rest upon the paper and the hands must be clapped above the head between each step. The race continues for a distance of about 25 yards.

Driving Contest (5)

Equipment Needed: Hammer and ten nails to each man. Plank 4 x 4, 6 or 8 feet long. Two or three men strive to see who can drive his nails first. Each man drives his nails into the same plank at the same time. This is very difficult, as the blows are not struck at the same time and the plank will be very unsteady, and one is liable to wallop his fingers. At any rate, he will miss many strokes.

Blindfold Race (6)

Contestants are blindfolded and after being spun about several times, start on the race which is to the other end of the room and back.

Soaped Pole Climb (7)

Climbing a greased or soaped pole for prizes at the top.

Bottle Balance (8)

Contestant sits with his legs extended upon a large bottle or jug, lying upon its side. The right heel is placed on top of the left toe. A box of safety matches and a candle are handed each contestant, who endeavors to maintain his balance and light the candle.

Shoe Race (9)

Shoes of contestants are thrown into a barrel. The contestants draw up behind a given line. At a signal they rush to the barrel and endeavor to find their own shoes. They are allowed to throw any shoes not their own as they will. As soon as they find their own

they must report back with the shoes properly on to the judge. The one first doing so wins.

Sack Chase (10)

Equipment Needed: Two sacks. The players get into the sacks, which are tied under their arms, and take positions in opposite corners of the ring. They lie on the floor on their backs and wait for the command, "Go." Upon receiving the command, they jump to their feet and run around the ring, to the right, and keep going until one man overtakes the other. *Note.* This is the old sack race confined to a boxing ring.

Peanut Relay (11)

Equipment Needed: A flat stick like a shingle or a spoon and a peanut for each competing team. Competitors must race across finish line and back, balancing the peanut on the stick or spoon. The stick and peanut are transferred to the next man in the column behind the starting line and the race continues.

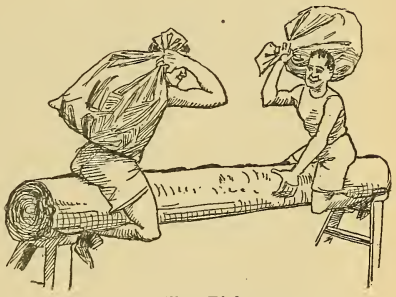
Bat Kicking Stunt (12)

Equipment Needed: Slippery floor, baseball bat. The player, toeing a certain mark, holds the bat in his left hand, placing the end on the floor close to his left instep.

The object of the game is to kick the bat for distance, marking distance on the floor. The bat must be kicked by the right toe from in back, the right foot swinging past the left heel on the outside. If the contestant is standing on a slippery floor, watch for a fall, as the player will kick his left foot from under him.

Pillow Fight on Pole (13)

A pole at least ten feet long is placed across wooden horses, four feet above the floor or ground. The opponents straddle pole armed with pillows and endeavor to dislodge each other by hitting with pillows.



Pillow Fight

Hello, Mike (14)

Equipment Needed: Boxing gloves. Two blindfolded opponents lie upon floor face down with their heads toward each other and about a foot apart. They reach above their heads with their left arms, grasping hands. Their right hands are covered with boxing gloves.

Number one says, "Hello, Mike, are you there?" Number two is required to answer, "I am," trying to deceive his opponent as to location. Number one takes one swing with his gloved hand at the point where the voice comes from. Number two then asks the question and the game continues.

Cracker Eating Contest (15)

Five crackers are given each contestant. At the signal to start he begins eating same. The one who consumes the five and is able to whistle first wins the event. (Melon Eating.)

Weight Guessing (16)

The object of the game is to make a guess at the weight of some man in the audience or crowd. Post five or six men to paddle the man being weighed when on the weigher's back. The weigher, picking his victim, feels of his legs and his arms and then says he can guess within three pounds of the man's weight. If the man permits, the weigher steps in front of the victim, taking his two arms over his shoulders, and bending forward, lifts the man, raising his feet off the ground, saying, "You weigh about," the word "about" being the cue for the five or six men posted to start paddling his stern.

The Ghost (17)

The individual who puts on the stunt calls for eight or more volunteers. He arranges them in a straight line, elbow to elbow, as close together as possible, and takes his place at the left of the line. Addressing the one who stands at his right he says, "Last night I saw a ghost at my house." The one addressed replies. "Is that so? What did he do?" The leader then sticks his right arm straight out in front of him. The one next to the leader then turns and addresses the individual at his right, making the same statement regarding a ghost at his house last night, and when the individual replies asking what he did, the informer sticks out his right arm, as did the leader. The question, answer and performance are passed down the line. This results in every man in the line having his right arm sticking straight out before him. With the arm in this position the leader again makes the statement that he saw a ghost in his house last night. The one at his right asks what he did, as before. The leader replies that he did this—and sticks out his left arm. This is repeated until all have both left and right arms projecting in front. Starting at the head of the line the leader then makes the statement and illustrates what the ghost did by assuming a squatting position, leaving both arms out in front. When the whole line has assumed this squatting position after the regular question is asked, the leader starts again, this time sticking one leg out in front, clear off the floor. After the question has been passed down the line,

the individuals are all balancing themselves on one leg, with the other leg and both arms projecting before. The leader by giving a slight shove overbalances the group and a pile results.

Lifting Seven Men (18)

This is a frame-up and should be used particularly to take care of fresh individuals in the camp. Some fellow boastfully says he can lift seven men in the hearing of the fresh one. He, of course, argues the point immediately. A strong man then performs the feat as follows: He lies down on his back. Six other men who are in on the trick sit with their legs across his body. The fresh one is then invited to be the seventh man to be lifted and is asked to lie face down lengthwise across the knees of the six others, his head and shoulders being near the head and shoulders of the strong man who assists in holding him in this position while the other six administer the paddling.

Pie Eating Contest (19)

Equipment Needed: Four nice juicy blueberry pies. Eight men. The pies are cut in half, being placed in a tin plate, and placed on the table or on the floor. If on the floor the men kneel. The contestants' hands must be tied behind them. The object of the game is to see which man can eat his pie the quickest. He must do this without the aid of his hands, and must not be allowed to push pie out of pan. Upon licking the plate clean, he picks up the plate in his teeth. The first man doing this wins. *Note.* This is a great stunt with which to finish up a stunt night.

Can and Glove Boxing (20)

Opponents are armed with a can containing pebbles in their right hand and a boxing glove on their left. Both are blindfolded. They rattle can continuously, endeavoring to locate each other by sound in order to land blow with glove hand.

Barrel Boxing (21)

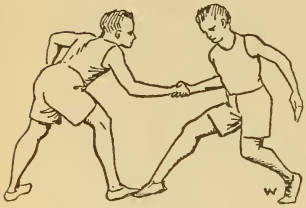
Secure two large barrels, extracting projecting nails. Place opponents inside of same and have them box. *Note.* A potato sack can be used as a substitute for barrels in this event.

Hot Hand (22)

One man who is "it" bends forward, placing his hands on his knees. The other players gather behind him and swat him with the palms of their hands. If he guesses the one who hits him that one must take his place.

DUAL STRENGTH TEST

Large groups can be divided into equal smaller groups and compete in the following events to good advantage. These events can also be used successfully as events for stunt night programs. Have the winner challenge anyone in the audience.



Hand Wrestling

Hand Wrestling (1)

The wrestlers stand with right foot advanced clasping right hands. The object is to make opponent move a foot from his position on the ground. This constitutes a throw.

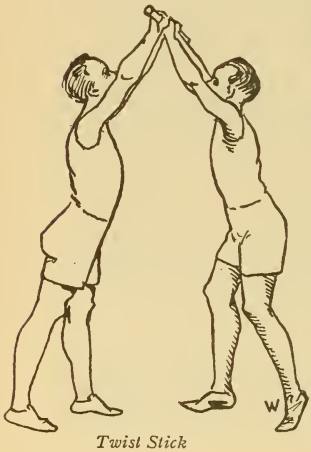
Toe Wrestling

Toe Wrestling (2)

The wrestlers are seated on the ground facing each other's knees. A stick is placed between the arms and knees while in this position. The object is to get the toes under those of the opponent and roll him over backwards. If either wrestler breaks his handclasp about the knees it constitutes a victory for his opponent.

Indian Wrestling (3)

The wrestlers lie upon backs side by side with arms locked, legs extended in opposite directions. The right legs are raised and lowered twice. At the third raising they lock legs together and each endeavors to bring his opponent's leg down to the ground, thereby turning him upon his face.



Twist Stick

Twist Stick (4)

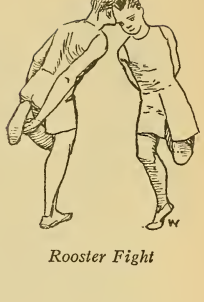
Two grasp a gun or broomhandle high above their heads. At the word to go the stick must be brought down between them, thereby twisting within the hands of one of the players. This can be done without stick by having opponents grasp hands above head, fingers between fingers.

Pull Stick (5)

Two sit upon the floor, toes against toes. They grasp a broomhandle between them, and at the signal each tries to pull the other up off the floor. Can be used without stick by opponents grasping hands, using the hook grasp.

Rooster Fight (6)

A circle four feet in diameter is drawn upon the floor or ground. Two players standing on one leg, both hands grasping the other foot behind their backs, endeavor to make the other step outside of the ring or break his clasp upon the upheld foot, by shouldering each other.



Rooster Fight

Knocking Off Hat (7)

Two, by sparring together endeavor to knock off the opponent's hat.

Dog Fight (8)

Two place themselves on hands and knees facing each other about three feet apart. Their leather belts are linked together. The linked belts are thrown over their heads. The players must keep heads up and back. At the word "Go," the players pull against each other until one of them is pulled across the line three feet back from where the players started, or until his head is pulled forward thereby releasing the strap.

Elbow Wrestling (9)

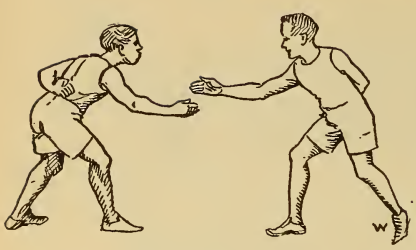
A table or some flat surface is necessary for this event. The opponents stand on opposite sides of the table placing the right elbows together on same. They clasp hands and endeavor to push the back of the hand of the opponent down to the table without lifting the elbow.

Harlequin Wrestle (10)

Each contestant stands on one leg, one leg and arm swinging free. They grasp right hands and each tries to make the other lower his upraised foot to the ground, or touch the floor with his free hand. Losing balance or touching floor with free hand or foot constitutes a fall. A fall may be produced only with the engaged hand.

La Savate (11)

Two contestants fold arms, hop on one foot until within touching distance with their free feet, when by feinting or tapping with the free foot each tries to cause the opponent to lose his balance and touch floor with free foot. (From the French boxing contests where the feet are used.)



Hand Slap Wrestle

Hand Slap Wrestle (12)

Same formation as above. Players stand about two feet apart with each player's feet in a line, toe and heel touching, left arm placed behind back, right arm swinging free in front. The player, by striking, feinting, or evading tries to cause his opponent to lose his balance. This constitutes a fall. The fallen player's place is taken by another player from his own team. This continues until all of one team have been thrown. The team wins which has the last boy standing.

CHAPTER XVI

SELECTED BOOKS FOR YOUNGER BOYS

A book is a book to most people. If it is well bound and the illustrations are colored, then because it costs a dollar and a half it just must be a good book. This is where we have been making our big mistake. Nearly every adolescent boy sooner or later comes to the book age, when he seems fairly to devour every book that catches his fancy or that by chance falls in his path.

Now this is a period of wonderful opportunity for the wise parent or leader and also a period of very grave danger. Books play a much larger part in the unfolding of a boy's character than we have been wont to believe. They are his silent pals. From them he gets his notions of fair play. In them, in innumerable cases, he finds his hero, too, and from the hero's life sets up a moral code for himself. It may even be that his whole career will be determined by the sort of books he reads. Certainly many a boy's choice of a vocation has been definitely influenced by some book recommended by a friend, or even picked up by chance. So, there are worth-while books and books that are not worth-while. The boy's judgment cannot be relied upon to choose the ones that *are* worth-while.

Long ago we determined that the so-called dime novel was undesirable and it fell into very bad repute. No worth-while boy wanted to be caught with one. Many folks believe that such objectionable boy-literature has been effectively done away with. This is a dangerous assumption and one that is not true. We probably have more undesirable boys' reading matter today than we have ever had before. The only difference is that it is now camouflaged. It is parading in false clothes. It has slipped in with fine, wholesome folks and is succeeding in fooling thousands of cultured and intelligent parents. We have the old dime novel in disguise. It is dressed up in board covers and illustrated with fairly good colored plates, but nevertheless it's the same old dime novel with all its ill effects on a growing boy's imagination.

The average American boy will read during his boyhood just about a given number of books. Isn't it of the utmost importance, then, that that given number be selected from the very best? It would be a different matter if first class boys' books were scarce and difficult to find, but that is not the case. There are hundreds of first-class, red-blooded, masculine boys' stories that will meet the demands of the most critical, and such books are available for nearly all boys if boys can just be educated to make the right choices. Beware of the numerous cheap series that are found in large quantities in department stores. They are the dangerous yellow-back, dressed up.

There are five things that every book which is placed in a boy's hands ought to teach him.

First: *High ideals, honesty,* and *fair play.* That does not mean the wishy-washy, old-fashioned Sunday school story, but it does mean a high-class, masculine presentation of what real manhood is.

Second: *True perspective and a constructive philosophy of life.* During the early teens books probably have a greater actual influence in the lives of boys than do many of their playmates, for they associate more intimately with them. What can possibly be more important than that young life shall early get a hopeful, encouraging perspective and a philosophy free from cynicism and subtle doubts?

Third: *The ability to think straight, and draw honest, logical conclusions.* The "penny thrillers," almost without exception, absolutely disregard logic or truth. Their action is a-mile-a-minute, and their heroes are utterly unreal to life and usually totally disregard natural law and moral growth and development. In all directions they are simply monstrosities in one field or another.

The fourth is one of the most important and subtle: every book should present *a genuine respect for learning and science.* It is a crime in these wonderful days for a boy to waste his time accumulating a vast amount of misstatements and misinformation that must later be entirely replaced by the real article.

The fifth demand is of no less importance: if it is true that boys learn by doing, then *boys learn good language by reading it.* There is a tremendous relation between the sort of talk boys use and the manners they appropriate and the language and the

manners that are presented to them by their favorite authors. Do you realize that the average fourteen-year-old boy reads more than forty books a year? It takes a man of real character to write a boy's book of real character for, consciously or unconsciously, the author puts himself, his ideals, his breeding, and his personality into the things he writes. First-class boys' books can never be manufactured—they must be built, each one with a well-defined, definite purpose.

Boys should be encouraged not only to read the best but to cultivate taste for variety as well. Facts are stranger than fiction and a well-written biography of a real American of achievement often surpasses in thrill an unusual adventure.

The following selected list is a composite of a number of the very best available lists and is not only a choice selection but covers a wide range. A *Leader* could not do better than to urge his boys to make their selections from this list. Most of these books will be found in a good public library. If they are not there, the librarian will cooperate with you in getting them. Have a boy's read ing working with you instead of against you.

Best Books for Boys

HEROES OF ADVENTURE

Log of a Cowboy, *Andy Adams*
Little Men, *Louisa M. Alcott*
The Cruise of the "Ghost," *W. L. Alden*
Hunters of the Hills, *J. A. Altsheler*
The Last of the Chiefs, *J. A. Altsheler*
Greyfriar's Bobby, *Eleanor Atkinson*
Left Guard Gilbert, *R. H. Barbour*
The Boy Emigrants, *Noah Brooks*
Master of Strong Hearts, *E. S. Brooks*
Quest of the Golden Valley, *Belmore Brown*
Cruise of the "Cachalot," *F. T. Bullen*
The Lost Prince, *F. Hodgson Burnett*
Track's End, *H. Carruth*
Camping with Henry, *F. H. Cheley*
Two Years before the Mast, *R. H. Dana*
Robinson Crusoe, *D. DeFoe*
Hans Brinker, *M. M. Dodge*

Cattle Ranch to College, *Russell Doubleday*
Struggling Upward, *Sherwood Dowling*
Adventures of Sherlock Holmes, *A. C. Doyle*
Adventures of Billy Topsail, *Norman Duncan*
Billy Topsail, M. D., *Norman Duncan*
T. Haviland Hicks, Senior, *J. R. Elderdice*
Ross Grant, Tenderfoot, *Hamlin Garland*
Boy Life on the Prairie, *Hamlin Garland*
Warpath and Hunting Trail, *Elmer Gregor*
Jack, the Young Ranchman, *G. B. Grinnell*
Phillip Kent of the Lower School, *Truxton Hare*
Captain Fair and Square, *W. D. Heyliger*
The Young Alaskans, *Emerson Hough*
The Ranch of the Oxhide, *Henry Inman*
Aztec Treasure House, *Thos. A. Janvier*
Captains Courageous, *Rudyard Kipling*
The Lure of the Black Hills, *D. Lange*
Redney McGaw, *Arthur E. McFarlane*
Jim Davis, *John Masefield*
Martin Hyde, *John Masefield*
Dorymates, *Kirk Monroe*
Safety First, *W. R. Nichols*
Wrecking Master, *R. D. Paine*
The Voyage of the "Hoppergrass," *Edmund Lester Pearson*
The Fullback, *Lawrence Perry*
The Human Boy and the War, *Eden Philpotts*
Stolen Treasure, *Howard Pyle*
Iceboat Number One, *Leslie W. Quirk*
The Boy Settler, *E. L. Sabin*
The Gold Seekers of '49, *E. L. Sabin*
Apauk, Caller of Buffalo, *J. W. Schultz*
With the Indians in the Rockies, *J. W. Schultz*
Kidnapped, *R. L. Stevenson*
Buccaneers and Pirates of our Coast, *F. R. Stockton*
Making Good in the Village, *W. O. Stoddard*
Gold Seeking on the Dalton Trail, *A. R. Thompson*
To the Land of the Caribou, *Paul G. Tomlinson*
The Strange Gray Canoe, *Paul G. Tomlinson*
Gibby of Clamshell Alley, *J. S. Van Dresser*

The Cruise of the "Cormorant," *A. H. Verrill*
An American Crusoe, *A. H. Verrill*
Marooned in the Forest, *A. H. Verrill*
The Gaunt Grey Wolf, *Dillon Wallace*
Bobby of the Labrador, *Dillon Wallace*
Fur Trail Adventures, *Dillon Wallace*
Lure of the Labrador Wild, *Dillon Wallace*
Ungava Bob, *Dillon Wallace*
Swiss Family Robinson, *J. D. Wyss*

Heroes of Chivalry

Story of Roland, *J. Baldwin*
John Halifax, Gentleman, *D. M. Craik*
Sir Marrok, *Allen French*
The Court of King Arthur, *W. H. Frost*
A Knight of the White Cross, *G. A. Henty*
Heroic Legends, *A. G. Herbertson*
Knights of the Golden Spur, *Rupert S. Holland*
Historic Heroes of Chivalry, *Rupert S. Holland*
The Boy's King Arthur, *Sidney Lanier*
Stories from the Faerie Queene, *M. McLeod*
Dick in the Desert, *J. Otis*
Men of Iron, *Howard Pyle*
Otto of the Silver Hand, *Howard Pyle*
The Story of King Arthur and His Knights, *Howard Pyle*
The Story of Sir Lancelot, *Howard Pyle*
The Story of the Champions of the Round Table, *Howard Pyle*
The Story of the Grail and the Passing of Arthur, *Howard Pyle*
The Merry Adventures of Robin Hood, *Howard Pyle*
Ivanhoe, *Sir Walter Scott*
Stories from Old French Romance, *E. M. Wilmot-Buxton*
Stories of Persian Heroes, *E. M. Wilmot-Buxton*
A Book of Golden Deeds, *Charlotte M. Yonge*
Boy's Ride, *Gulielma Zollinger*
Rout of the Foreigner, *Gulielma Zollinger*

Heroes of Daring

The Story of Siegfried, *James Baldwin*
A Story of the Golden Age, *James Baldwin*

The Modern Vikings, *Hjalmar Boyesen*
A Boy of the First Empire, *Elbridge S. Brooks*
The Story of Marco Polo, *Noah Brooks*
Beach Patrol, *W. Drysdale*
Lance of Kanana, *H. W. French*
The Boy's Froissart, *J. Froissart*
Boy's Book of Pirates, *Henry Gilbert*
Adrift on an Ice-Pan, *W. T. Grenfell*
By Pike and Dyke, *G. A. Henty*
For the Temple, *G. A. Henty*
Fighting a Fire, *Chas. T. Hill*
Wulnoth the Wanderer, *H. E. Inman*
Adrift in the Arctic Ice-pack, *Elisha Kent Kane*
Olaf the Glorious, *Robert Leighton*
Careers of Danger and Daring, *Cleveland Moffett*
Life Savers, *James Otis*
The Lighthouse Keepers, *James Otis*
Stories from the Chronicles of the Cid, *Mary W. Plumner*
Scottish Chiefs, *Jane Porter*
Otto of the Silver Hand, *Howard Pyle*
Jack Ballister's Fortunes, *Howard Pyle*
The Spartan, *C. D. O. Snedeker*
In the Days of Alfred the Great, *E. M. Tappan*
In the Days of William the Conqueror, *R. M. Tappan*
Gold Seeking on the Dalton Trail, *A. R. Thompson*
The Voyages of Captain Scott, *Retold by Chas. Turley*
The Lure of the Labrador Wild, *D. Wallace*
Ben Hur: A Tale of the Christ, *Lew Wallace*
Boys' Napoleon, *H. F. B. Wheeler*

Heroes of Humor

Story of a Bad Boy, *Thos. B. Aldrich*
The Monkey That Would Not Kill, *Henry Drummond*
T. Haviland Hicks, Freshman, *J. R. Elderdice*
At Good Old Siwash, *George Fitch*
Nights with Uncle Remus, *Joel Chandler Harris*
Uncle Remus: His Songs and His Sayings, *Joel Chandler Harris*
Phaeton Rogers, *R. Johnson*

The Varmint, *Owen Johnson*
Lucky and His Gang, *Grace S. Mason*
Toby Tyler; or Ten Weeks with a Circus, *James Otis*
Mr. Stubbs' Brother, *James Otis*
A Jolly Fellowship, *Frank R. Stockton*
Penrod, *Booth Tarkington*
The Adventures of Huckleberry Finn, *Mark Twain*
The Innocents Abroad, *Mark Twain*
The Prince and the Pauper, *Mark Twain*
The Adventures of Tom Sawyer, *Mark Twain*
A Connecticut Yankee in King Arthur's Court, *Mark Twain*
Being a Boy, *Chas. D. Warner*

HEROES OF THE NATION

I. Biography and History

The Story of Our Navy for Young Americans, *Willis J. Abbot*
The Hero of Erie (Commodore Perry), *James Barnes*
Midshipman Farragut, *James Barnes*
Yankee Ships and Yankee Sailors, *James Barnes*
Boots and Saddles, *Elizabeth B. Custer*
The Boy General, *Elizabeth B. Custer*
The True Story of Benjamin Franklin, *Elbridge S. Brooks*
The True Story of George Washington, *Elbridge S. Brooks*
Brave Deeds of Revolutionary Soldiers, *R. B. Duncan*
American Leaders and Heroes, *Wilbur F. Gordy*
Life of Grant for Boys and Girls, *Warren Lee Goss*
On the Trail of Grant and Lee, *F. T. Hill*
On the Trail of Washington, *F. T. Hill*
Abraham Lincoln: The Boy and the Man, *Jas. Morgan*
The Boys' Life of Ulysses S. Grant, *Helen Nicolay*
The Boys' Life of Lincoln, *Helen Nicolay*
Young Heroes of the American Navy, *Thos. A. Parker*
Hero Tales from American History, *Theodore Roosevelt* and *Henry Lodge*
Paul Jones, *Molly Elliot Seawell*
The Story of Our Navy, *William O. Stevens*
Story of Young George Washington, *Wayne Whipple*

II. Historical Stories

The Guns of Bull Run, *J. A. Altsheler*
The Rock of Chickamauga, *J. A. Altsheler*
Shades of the Wilderness, *J. A. Altsheler*
The Tree of Appomattox, *J. A. Altsheler*
Keepers of the Trail, *J. A. Altsheler*
Hunters of the Hills, *J. A. Altsheler*
Roger Paulding, Apprentice Seaman, *Capt. Edward L. Beach, U. S. N.*
A Midshipman in the Pacific, *C. T. Brady*
A Son of the Revolution, *E. T. Brooks*
Banner of the White Horse, *C. M. Case*
The Pilot, *James Fenimore Cooper*
The Spy, *James Fenimore Cooper*
Camp Fire and Trail, *R. Clyde Ford*
Man Without a Country, *E. E. Hale*
Cadet Days, *Gen. Charles King*
A West Point Lieutenant, *Capt. Paul B. Malone, U. S. A.*
Tom Strong, Washington's Scout, *A. B. Mason*
Tom Strong, Third, *A. B. Mason*
With Perry on Lake Erie, *James Otis*
Great Locomotive Chase, *Wm. Pittenger*
On the Plains with Custer, *Edwin L. Sabin*
With Sam Houston in Texas, *Edwin L. Sabin*
Brave Deeds of Union Soldiers, *S. Scoville*
Little Jarvis, *Molly Elliot Seawell*
The Boy Captive of Old Deerfield, *M. P. W. Smith*
Black Arrow, *R. L. Stevenson*
Three Years behind the Guns, *L. G. Tisdale*
Prisoners of War, *E. T. Tomlinson*
Tecumseh's Young Braves, *E. T. Tomlinson*
The Boy Sailors of 1812, *E. T. Tomlinson*
The Young Sharpshooter, *E. T. Tomlinson*
Marching against the Iroquois, *E. T. Tomlinson*
With Flintlock and Fife, *E. T. Tomlinson*
Three Colonial Boys, *E. T. Tomlinson*
Trail of the Mohawk Chief, *E. T. Tomlinson*
Scouting with Kit Carson, *E. T. Tomlinson*
Scouting for Washington, *J. P. True*

III. Books on the Great War

At the Edge of the War Zone, *Mildred Aldrich*
Hilltop on the Marne, *Mildred Aldrich*
Under the Red Cross Flag, *Mabel Boardman*
The Cause; Poems of the War, *Lawrence Binyon*
Collected Poems, *Rupert Brooke*
Ambulance No. 10, *Leslie Buswell*
Christine, *Alice Cholmondeley*
Poems of the Great War, *J. W. Cunliff*
Carry On! *Coningsby Dawson*
Plattsburg Manual, *O. O. Ellis* and *E. B. Gary*
Over the Top, *A. G. Empey*
You Are the Hope of the World, *Hermann Hagedorn*
Kitchener's Mob, *J. N. Hall*
A Student in Arms, *Donald Hankey*
First Hundred Thousand, *Ian (Beith) Hay*
My Home in the Field of Honor, *F. W. Huard*
My Home in the Field of Mercy, *F. W. Huard*
Spires of Oxford and Other Poems, *W. M. Letts*
Flying for France, *J. R. McConnell*
Harvest Moon, *J. P. Peabody*
Kings, Queens, and Pawns, *Mrs. Mary R. Rinehart*
My Fourteen Months at the Front, *W. J. Robinson*
Poems, *Alan Seeger*
Rhymes of a Red Cross Man, *R. W. Service*
German Versus Civilization, *William Roscoe Thayer*
Poems, *Emile Verhaeren*
Fifes and Drums, *The Vigilantes*
Why We Are at War, *Woodrow Wilson*

HEROES OF THE OUT-OF-DOORS

I. Biography—Scouts and Pioneers

Kit Carson, *J. S. C. Abbott*
Daniel Boone, *J. S. C. Abbott*
David Crockett, *J. S. C. Abbott*
David Crockett, Scout, *Chas. Allen Fletcher*
Adventures of Buffalo Bill, *Col. W. F. Cody*
Daniel Boone, Backwoodsman, *C. H. Forbes-Lindsay*

Famous Indian Chiefs I Have Known, *Major-General O. O. Howard, U. S. A.*
The Last of the Plainsmen, *Zane Grey*
Captain John Smith, *Tudor Jenks*
Buffalo Bill and the Overland Trail, *Edwin L. Sabin*
With Carson and Fremont, *Edwin L. Sabin*
Life of David Crockett, *W. C. Sprague*
With Fremont the Pathfinder, *J. H. Whitson*

II. Stories of Outdoor Life

The Horseman of the Plains, *J. A. Altsheler*
The Young Trailers, *J. A. Altsheler*
The Boy Scouts of Woodcraft Camp, *Thornton W. Burgess*
The Boy Scouts of Bob's Hill, *Chas. Pierce Burton*
Camp Bob's Hill, *C. P. Burton*
The Boy Scout Trailblazers, *F. H. Cheley*
Told by the Camp Fire, *F. H. Cheley*
Leatherstocking Tales, *James Fenimore Cooper*
Be Prepared, *A. W. Dimock*
The Boy Scouts of Berkshire, *Walter P. Eaton*
Along the Mohawk Trail, *Percy K. Fitzhugh*
Red Arrow, *Elmer E. Gregor*
Camping in the Winter Woods, *E. E. Gregor*
The Wolf Hunters, *G. B. Grinnell*
Trails of the Pathfinders, *G. B. Grinnell*
The Boys of Crawford's Basin, *S. F. Hamp*
Shaggycoat, *C. Hawkes*
The Boy Scouts of Birch-Bark Island, *Rupert S. Holland*
A Scout of Today, *Isabel Hornibrook*
In the Great Wild North, *D. Lange*
The Call of the Wild, *Jack London*
The Boy Scout's Year Book, *W. P. McGuire* and *F. K. Mathiews*
Canoemates, *Kirk Monroe*
Campmates, *Kirk Monroe*
Boy Scouts of the Black Eagle Patrol, *L. W. Quirk*
Pluck on the Long Trail; or Boy Scouts in the Rockies, *Edwin L. Sabin*
Trapper Jim, *Edwyn Sandys*
With the Indians in the Rockies, *Jas. W. Schultz*

The Biography of a Grizzly, *Ernest Thompson Seton*
The Trail of the Sandhill Stag, *E. T. Seton*
Wild Animals I Have Known, *E. T. Seton*
Wild Animals at Home, *E. T. Seton*
Rolf in the Woods, *E. T. Seton*
Animal Heroes, *E. T. Seton*
The Scout Master of Troop 5, *Ida T. Thurston*
Scouting with Daniel Boone, *E. T. Tomlinson*

HEROES OF SPORTS

The Half-back, *Ralph Henry Barbour*
Change Signals, *R. H. Barbour*
For the Honor of the School, *R. H. Barbour*
The Brother of a Hero, *R. H. Barbour*
Danforth Plays the Game, *R. H. Barbour*
Left Tackle Thayer, *R. H. Barbour*
The Crimson Sweater, *R. H. Barbour*
Against Heavy Odds, *R. H. Barbour*
Danny Fists, *Walter Camp*
Danny, the Freshman, *Walter Camp*
Following the Ball, *A. T. Dudley*
At the Home Plate, *A. T. Dudley*
The School Team on the Diamond, *John Prescott Earl*
Making the Freshman Team, *T. Truxton Hare*
Bartley, Freshman Pitcher, *William Heyliger*
Against Odds, *William Heyliger*
Tom Brown's School Days, *Thomas Hughes*
Pitching in a Pinch, *Christy Mathewson*
The School Days of Elliott Gray, Jr., *Colton Maynard*
College Years, *Ralph D. Paine*
Head Coach, *Ralph D. Paine*
Harding of St. Timothy's, *A. S. Pier*
The Jester of St. Timothy's, *A. S. Pier*
The Boys of St. Timothy's, *A. S. Pier*
Freshman Dorn, Pitcher, *Leslie W. Quirk*
Baby Elton, Quarterback, *Leslie W. Quirk*
The Fourth Down, *Leslie W. Quirk*
The Pennant, *E. T. Tomlinson*
Fair Play, *H. Williams*
Batter-up, *Hawley Williams*

HEROES OF SUCCESS

I. Biography

Historic Americans, *E. S. Brooks*
True Story of Abraham Lincoln, *E. S. Brooks*
The Boyhood of Lincoln, *Hezekiah Butterworth*
Autobiography, *Benjamin Franklin*
Through College on Nothing a Year, *Christian Gauss*
Pushing to the Front, *O. S. Marden*
Boy's Life of Edison, *Wm. Meadowcroft*
Life of Abraham Lincoln, *Chas. W. Moores*
Boy's Life of Abraham Lincoln, *Helen Nicolay*
Life of Robert Louis Stevenson, *J. M. Overton*
Boy's Life of Mark Twain, *A. B. Paine*
Captains of Industry, *James Parton*
Life of Edison, *F. Rolt-Wheeler*
Up from Slavery, *B. T. Washington*

II. Stories

The Fast Mail, *William Drysdale*
The Young Supercargo, *William Drysdale*
The Hoosier School Boy, *Edward Eggleston*
Pickett's Gap, *H. Greene*
Off Side, *William Heyliger*
Sandsy's Pal, *Gardner Hunting*
Captains Courageous, *Rudyard Kipling*
The Young Homesteaders, *J. W. Lincoln*
Cadet of the Black Star Line, *Ralph D. Paine*
Tommy Remington's Battle, *Burton E. Stevenson*
Crowded out O'Crofield, *W. O. Stoddard*
Uncle Abner's Legacy, *A. H. Verrill*
The Widow O'Callaghan's Boys, *G. Zollinger*

THE BOOKS OF INFORMATION

I. Fiction

Pick, Shovel and Pluck, *A. R. Bond*
With the Men Who Do Things, *A. R. Bond*
On the Battle-front of Engineering, *A. R. Bond*
Jack Straw, the Lighthouse Builder, *L. W. Crump*

Book of Pirates, *Henry Gilbert*
Indian Why Stories, *F. D. Lindermann*
The Boy with the U. S. Survey, *Francis Rolt-Wheeler*
The Boy with the U. S. Census, *Francis Rolt-Wheeler*
The Boy with the U. S. Indians, *Francis Rolt-Wheeler*
The Boy with the U. S. Foresters, *Francis Rolt-Wheeler*
The Boy with the U. S. Life-savers, *Francis Rolt-Wheeler*
The Boy with the U. S. Mail, *Francis Rolt-Wheeler*
The Monster Hunters, *Francis Rolt-Wheeler*
Wild Animal Ways, *E. T. Seton*
Our Own Land Series, *E. T. Tomlinson*
Letters from Brother Bill, *W. K. Towers*
Jungle Chums, *A. H. Verrill*

II. Fact

Story of Our Navy for Young Americans, *Willis J. Abbott*
The Boy's Prescott, *H. W. Banks*
The Boy's Motley, *H. W. Banks*
Training Wild Animals, *Frank Chas. Bostock*
Wonderland of Stamps, *W. D. Burroughs*
Boyhood Stories of Famous Men, *Katherine D. Cather*
The Travels of Birds, *Frank M. Chapman*
The Battle of Baseball, *C. H. Claudy*
The Book of Stars, *A. F. Collins*
The Wireless Man, *F. A. Collins*
The Camera Man, *F. A. Collins*
At Home in the Water, *Geo. Corsan*
Boy's Book of Firemen, *Irving Crump*
Boy's Book of Airships, *H. Delacombe*
Uncle Sam's Modern Miracles, *W. A. DuPuy*
Indian Boyhood, *C. A. Eastman*
Indian Scout Talks, *C. A. Eastman*
Stories of Useful Inventions, *S. E. Forman*
Autobiography of Benjamin Franklin—Israel Putnam, *Louise S. Hasbrouck*
Our Country's Flag, *Edward S. Holden*
Historic Inventions, *R. S. Holland*
Historic Events of Colonial Times, *R. S. Holland*
Boy's Book of Steamships, *J. R. Houden*

The Story of the Cowboy, *Emerson Hough*
Deeds of Doing and Daring, *W. A. Johnston*
Heroes of the Great War, *G. A. Leask*
The Boy's Book of New Inventions, *Harry E. Maule*
The Boy's Book of Hunting and Fishing, *Warren H. Miller*
When I Was a Boy in Russia, *V. Mokrievitch*
Book of Forestry, *Prof. Franklin Moon*
Keeping in Condition, *H. H. Moore*
Life of R. L. Stevenson, *J. M. Overton*
Boy's Life of Mark Twain, *Albert B. Paine*
The Oregon Trail, *F. Parkman*
The Boy's Book of Famous Warships, *Wm. O. R. M. Stevens*
Places Young Americans Want to Know, *E. T. Tomlinson*
Bird Friends, *Gilbert H. Trafton*
The Lightbringers, *M. H. Wade*
Young People's Story of Massachusetts, *Herschel Williams*
The Book of Athletics, *Paul Withington*

The What and How To Do Books

Harper's Indoor Book for Boys, *J. H. Adams*
Harper's Outdoor Book for Boys, *J. H. Adams*
Harper's Machinery Book for Boys, *J. H. Adams*
Jack of All Trades, *Dan C. Beard*
Handicraft for Outdoor Boys, *Dan C. Beard*
Outdoor Handy Book, *Dan C. Beard*
The American Boys' Handy Book, *Dan C. Beard*
Field and Forest Handy Book, *Dan C. Beard*
Boat-Building and Boating, *Dan C. Beard*
Shelters, Shacks and Shanties, *Dan C. Beard*
The Boy Pioneers, *Dan C. Beard*
The Scientific American Boy, *A. Russell Bond*
The Scientific American Boy at School, *A. Russell Bond*
Handbook for Boys, *Boy Scouts of America*
Box Furniture, etc., *L. Brigham*
The Boy Scout's Camp Book, *Edward Cave*
Camp and Outing Activity, *Cheley-Baker*
The Book of Wireless, *F. A. Collins*
The Book of Electricity, *F. A. Collins*
Boys' Book of Model Aeroplanes, *F. A. Collins*

Second Boys' Book of Model Aeroplanes, *F. A. Collins*
Carpentry and Woodwork, *Prof. Edwin W. Foster*
Harper's Camping and Scouting, *Grinnell & Swan*
The Boy Craftsman, *A. N. Hall*
Handicraft for Handy Boys, *A. N. Hall*
American Boys' Work Shop, *C. B. Kelland*
Harper's Beginning Electricity, *D. C. Shafer*
Boy's Book of Mechanical Models, *Wm. B. Stout*
Harper's Wireless Book, *A. H. Verrill*
The Gasoline Engine Book, *A. H. Verrill*
Harper's Aircraft Book, *A. H. Verrill*
The Book of the Motor Boat, *A. H. Verrill*
The Amateur Carpenter, *A. H. Verrill*
The Boys' Outdoor Vacation Book, *A. H. Verrill*
How to Make Baskets, *Mary White*
The Boy Mechanic, *Popular Mechanics*

CHAPTER XVII

A GENERAL CLASSIFIED BIBLIOGRAPHY OF ALL BOY ACTIVITIES AND INTERESTS

The following Bibliography has been prepared especially for the busy *Leader* who does not have time to spend browsing in a library. As nearly as possible, a few of the best books have been selected on every topic covered or referred to in the Program. All of these books will be found in a large city public library and at least one from each classification in almost any public library; alphabetically, the classification is as follows:

Animal Study
Art
Arts and Crafts
Astronomy
Automobiling
Aviation

Bible Studies for Boys
Bird Study
Biography
Books and Reading
Boys' Work
Botany

Camping
Church Relationships
Choice of Life Work
Civics
Collections and Collecting
Canoeing and Boating

Education
Electricity

Farms and Farming
First Aid
Fishing
Forestry

Games and Entertainment
Gardening
Geology
Gymnastic Work

Handicraft
History of Religion
Hygiene

Immigration
Insects—Nature Study
Inspirational—Personality Development

Keeping Pets

Magazines for Boys
Manners and Conduct
Missionary Education
Music

Nature Study
Personal Devotion
Photography
Physiology and Hygiene
Poetry
Play and Games
Psychology
Public Speaking
Religious Education
Safety First
Service Training
Sex Education and Hygiene
Sociology
Swimming
Telegraphy

Animal Study

Introduction to Zoology, *Davenport*, $1.10
The Animal World, *Gamble*, $.50
Life of Animals—the Mammals, *Ingersoll*, $1.25
Familiar Animals and Their Field Kindred, *Monteith*, $.50
Evolution, *Thomson—Geddes*, $.60

Art

Great Masters, *Lafarge*, $2.50
Art and Artists, *Clement*, $4.50
Little Journeys to Homes of Eminent Artists, *Hubbard*, $2.00
How to Look at Pictures, *Witt*, $2.50
Textbook of the History of Painting, *Van Dyke*, $1.50
History of Greek Art, *Tarbell*, $1.25
Seven Lamps of Architecture, *Ruskin*, $2.40
History of Art, *Goodyear*, $3.20
Stones of Venice, *Ruskin*, $.70
Painters and Paintings, *Wedmore* (Home University Library), .60
Elements of Drawing, *Ruskin*, $.70
Elements of Design, *Rimmer*, $2.00
Free-hand Drawing, *Cross*, $.96
Design in Theory and Practice, *Batchelder*, $1.75
How to Draw, *Barritt*, $2.00
Elements of Mechanical Drawing, *Anthony*, $1.60
News from Nowhere, *Morris*, $.75
Appreciation of Sculpture, *Sturgis*, $1.50
Textbook of the History of Sculpture, *Marquand—Frothingham*, $1.50
Clay Modeling and Plaster Casting, *Hasluck*, $1.00
Clay Modeling, *Holland*, $.75

Arts and Crafts

Art Crafts for Beginners, *Sanford*, $1.20
Elements of Woodwork and Construction, *King*, $.90
Woodworking for Beginners, *Wheeler*, $2.50
Elementary Woodwork, *Kilbon*, $.75
A Shorter Course in Woodworking, *Wheeler*, $1.50
How to Use Woodworking Tools, *Whitaker*, $.60
Constructive Carpentry, *King*, $.70
Box Furniture, *Brigham*, $1.60
Art Craft and Cabinet Making, *Denning*, $1.50
Woodcarving, Design and Workmanship, *Jack*, $1.75
Woodcarving, *Jackson*, $1.20
Carpentry and Mechanics for Boys, *Hall*, $2.00
Elementary Metal Work, *Godfrey*, $1.50
Minerals and Metals, *Goessel*, $3.00
Bent Iron Work, *Hasluck*, $.75
Decoration of Metal, Wood, Glass, etc., *Standage*, $2.00
Silver-work and Jewelry, *Wilson*, $2.25
How to Make Baskets, *Talbot*, $1.00
Basket Work, *Hasluck*, $.50
Book Binding, *Hasluck*, $.75
Book Binding and Care of Books, *Cockerell*, $1.25
Pottery and Porcelain, *Bohn*, $1.50
Upholstery, *Hasluck*, $.50
Leather Working, *Hasluck*, $.50
Glass, *Dillon*, $7.50
Glass Writing, Embossing, and Fascia Work, *Hasluck*, $.50
Stained Glass Work, *Whall*, $1.75

Astronomy

Astronomy for Amateurs, *Flammarion*, $1.75
Popular Astronomy, *Flammarion*, $5.00
An Easy Guide to the Constellations, *Gall*, $.75
A Beginner's Star Book, *McCready*, $2.75
A Field Book of the Stars, *Olcott*, $1.00
Astronomy for Everybody, *Newcomb*, $2.00
Astronomy with the Naked Eye, *Serviss*, $1.50
Steele's Popular Astronomy, *Steele*, $1.00
Star Atlas, *Upton*, $2.50

Automobiling

Automobiling—Motor Car Principles, *Withman*, $1.60
The Automobile—Its Selection, Care, and Use, *Sloss*, $.70

Automobile Troubles and How to Remedy Them, *Root*, $1.00
The Gasoline Motor, *Slauson*, $.70

Aviation

Aviation Pocket Book, *Matthews*, $1.00
Vehicles and the Air, *Loughead*, $2.50
Harper's Aircraft Book, *Verrill*, $1.00
Aerial Navigation, *Zahm*, $3.50

Bible Studies for Boys

Graded Lessons, Improved Uniform Lessons, and Departmental Graded Lessons, as issued by the denominational publishing houses for use in Bible classes.

(Note. For those who wish to supplement the regular study courses offered by the denominations, or who have use for special courses, the following additional suggestions are offered.)

For Pioneers

What Manner of Man Is This? *Murray*, $0.40
Travels of Paul, *Jackson*, $0.40
Men Who Dared, *Trumbull*, $0.40

For Comrades

Heroes of Israel, *Soares*, $1.00
Campaign of Friendship, *Harris*, $0.15
High Calling, *Hoffman*, $0.50
Jesus the Leader, *Koehler*, $0.15
Jesus the Master, *Koehler*, $0.15
Jesus' Life, *Nash*, $0.35
Christian Life and Conduct, *Hunting*, $0.75
Christian Teaching on Social and Economic Questions, *Robinson*, $0.50
Life and Works of Jesus, *Murray*, $0.75
Life of St. Paul, *Leacock*, $0.75

Bird Study

Birds of the United States, *Apgar*, $2.00
Birdcraft, *Wright*, $1.75
Field Book of Wild Birds and Their Music, *Mathews*, $2.50.
How to Study Birds, *Job*, $1.50
Bird Life, *Chapman*, $2.25
Birds That Hunt and Are Hunted, *Blanchan*, $2.50
Bird Neighbors, *Blanchan*, $2.50

Birds of Eastern North America, *Reed*, $3.00
Nature Studies: Birds, *Reed*, $.60
Camera Studies of Wild Birds in Their Homes, *Reed*, $2.00
North American Birds' Eggs, *Reed*, $2.50
Land Birds East of Rockies, *Reed*, $1.00
Water and Game Birds, *Reed*, $1.00
Western Bird Guide, *Reed*, $1.00

Biography

Donald McRea, *Burr*, $1.00
Servants of the King, *Speer*, $.35
Young Men Who Overcame, *Speer*, $1.00
Perfect Tribute, *Andrews*, $.50
Their Call to Service, *Howard*, $.60
Reapers of His Harvest, *Faris*, $.60
Heroes of the Campus, *Cochran*, $.60

Books and Reading

Hints for Home Reading, *Abbott*, $1.00
Right Use of Books, *Atkinson*, $.50
Choice of Books, *Carlyle*, $.50
How to Study, *McMurry*, $1.25
Blowing Out the Boys' Brains, *Mathiews*, (Free, Boy Scouts of America—200 Fifth Ave., New York City)

Boys' Work

Classified Bibliography of Boy Life and Organized Work with Boys, *Veal*, $1.00
Boyology, *Gibson*, $1.00
Boy Training, *Alexander*, $.75
Adolescent Boyhood, *Burr*, $.75
Boy and the Church, *Foster*, $.75
Boy Life and Self Government, *Fiske*, $1.00
Boy Problem, *Forbush*, $1.00
Applied Ideals in Work with Boys, *Crampton*, $1.00
Boys Work—The Local Church, *M and R Series*, $.50
That Boy of Yours, *Kirtlay*, $1.00
Training the Boy, *McKeever*, $1.50
Boy and His Gang, *Puffer*, $1.25
Minister and the Boy, *Hoben*, $1.00
Wage-Earning Boy, *Robinson*, $.25
Community Work, *Ritchie*, $.75

Parenthood and Race Culture, *Saleeby*, $2.75
Moral Education, *Griggs*, $1.60
Coming Generation, *Forbush*, $1.75
Moral Principles in Education, *Dewey*, $.40
Youth and Education, *Hall*, $1.60
Making of Character, *MacCunn*, $1.25
Quest of the Best, *Hyde*, $1.25
High School Bulletins $.10
Farm Boys and Girls, *McKeever*, $1.75
Big Brother Investment, *Cheley*, $.50
Adventure of a Prodigal Father, *Cheley*, $.50
Everyboy, *Burr*, $.60
Boy and the Sunday School, *Alexander*, $1.00
Teens and the Rural Sunday School, *Alexander*, $.50
Calling of Boyman, *Burr*, $.50

MAGAZINES

American Youth, $2.00 per year
Canadian Boy Builder, $.50 per year
Scouting, $1.00 per year
Boys' Workers Round Table—quarterly, $1.00 for six numbers

Church Relationship

After Decision—What? *Foster*, $.05
At the Forks of the Road, *Foster*, $.05
Essentials, *Jefferson*, $.35
Next Step, *Jefferson*, $.35
All Things New, *Morgan*, $.10
What the Church Means to Me, *Grenfell*, $.50
Preparation for Church Membership, *Gilbert*, $.35
Boy's Religion, *Hughes*, $.50
Letters on Evangelism, *Hughes*, $.25
Christian and the Church, *Coffin*, $.10

Choice of Life Work

Will of God and a Man's Life Work, *Wright*, $.60
How They Succeeded, *Marden*, $1.25
Starting in Life, *Fowler*, $1.75
What Career, *Hale*, $1.25
Making Life Count, *Foster*, $.60
Profitable Vocations for Boys, *Weaver*, $1.00
Challenge to Life Service, *Harris-Robbins*, $.75
Occupations, *Gowin—Wheatley*, $1.36

Boys' Work Secretaryship—a New Profession, *Porter*, $.05
Future Leadership of the Church, *Mott*, $.50
Claims and Opportunities of the Christian Ministry, *Mott*, $.50
Young Folks' Library of Vocations (10 volumes), *Hyde*, Editor, $22.50
Choosing a Career, *Marden*, $.75
Choosing a Vocation, *Parsons*, $1.10
Salaried Positions for Men in Social Work, $.15
Youth and the Nation, *Moore*, $1.25
Vocational and Moral Guidance, *Davis*, $1.48
Older Boys' Christian Calling Declaration Card, $1.50 per 100
Secretaryship of the Y. M. C. A. A Significant Life Calling, *Soares—Ober*, $.25

Botany

Lessons with Plants, *Bailey*, $1.10
New Manual of Botany, *Gray*, $2.50
Field Botany, *Manton*, $.50
Practical Course in Botany, *Andrews*, $1.25
Practical Botany, *Bergen—Caldwell*, $1.52
Who's Who Among the Wildflowers and Ferns, *Beecroft*, $1.50
Flowers and Ferns in Their Haunts, *Wright*, $2.00
Practical Guide to Wild Flowers and Fruits, *Walton*, $1.50
Flower Guide—East of the Rockies, *Reed*, $1.00
Field Book of Western Flowers, *Armstrong—Thornber*, $2.00
How to Know the Wild Flowers, *Parsons*, $2.00

Camping

Camping for Boys, *Gibson*, $1.00
Camp and Outing Activities, *Cheley-Baker*, $1.50
Camp Craft, *Miller*, $1.50
Camp and Trail, *White*, $1.25
Camping and Woodcraft, 2 vols., *Kephart*, $1.50 each
Harper's Camping and Scouting, *Grinnell—Swan*, $1.50
Camp Life in the Woods, *Gibson*, $1.00
Camping and Camp Cooking, *Bates*, $.75
Theory and Practice of Cookery, *William—Fisher*, $1.00
Camp Cookery, *Kephart*, $1.00
Nutrition of Man, *Chittenden*, $3.00
Boy's Camp Book, *Cave*, $.60
Boy Scout's Hike Book, *Cave*, $.60
Two Little Savages, *Seton*, $1.75
Winter Camping, *Carpenter*, $1.00

Shelters, Shacks, and Shanties, *Beard*, $1.25
Book of Woodcraft, *Seton*, $1.75
Packing and Portaging, *Wallace*, $1.00
Outdoor Signalling, *Wells*, $1.00
Tracks and Tracking, *Brunner*, $1.00
Fishing Kits and Equipment
Bible Studies for Boys' Camps, *Gibson*, $.10
Told by the Camp Fire, *Cheley*, $.75
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Around the Fire, *Burr*, $.75
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Outdoor World or the Young Collector's Handbook, *Furneaux*, $1.50
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National Museum Bulletin No. 39, Washington, D. C. (2 parts, 1 pt., $.10, 1 pt., $.05)
Nature's Calendar, *Ingersoll*, $1.50

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Boat-Building and Boating, *Beard*, $1.25
Harper's Motor Boating for Boys, *Davis*, $.60
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Boat Sailing (Reprinting), *Kenealy*, $1.00
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Growth and Education, *Tyler*, $1.50
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First Principles of Agriculture, *Goff—Mayne*, $.96
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Manual of Farm Animals, *Harper*, $2.00
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The Horse—His Breeding, Care and Use, *Buffum*, $1.00
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Making Boy Power Count, *U. S. Boys' Working Reserve*, Free

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First Aid to the Injured, *Doty*, $1.75
First Aid Charts, *Merton*, $5.00 (Set)
First Aid in Illness and Injury, *Pilcher*, $2.00
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Seven Hundred Things a Boy Can Do, *Popular Mechanics*

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Bible in the World Today, *Barbour*, $.75
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Ten Great Religions, *Clarke*, $2.25
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Immigrant Tide, Its Ebb and Flow, *Steiner*, $2.00
An American in the Making, *Ravage*, $1.50
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Imported Americans, *Brandenburg*, $2.00

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Nature's Craftsman, *McCook*, $2.00
Insects and Insecticides, *Weed*, $1.50

Moths and Butterflies, *Ballard*, $1.50
Manual for the Study of Insects, *Comstock*, $4.07
Our Insect Friends and Foes, *Cragin*, $1.75
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Romance of Insect Life, *Selous*, $1.75

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Call for Character, *Bosworth*, $.25
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Story of Dan McDonald, *Hinckley*, $.25
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Letter He Was Ashamed Of, *McCowan*, $.30
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How to Hold a Job, *Piner*, $.10
How to Deal with Temptation, *Speer*, $.25
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Increasing Human Efficiency, *Scott*, $1.50
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American Poultry Culture, *Sando*, $1.25
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How to Keep Hens for Profit, *Valentine*, $1.50
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Popular Mechanics
The National Geographic Magazine
St. Nicholas, *Century Publishing Co., New York*, $2.00
The Youth's Companion, *Perry Mason Co., Boston*, $2.00
The American Boy, *Sprague Pub. Co., Detroit*, $2.00

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Manners and Social Usages, *Sherwood*, $1.25
Lessons on Manners, *Dewey*, $.75
More Power to You, *Barton*, $1.00
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What Is Good Music? *Henderson*, $1.25
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What We Hear in Music, *Victor Record Co.*, $1.00
The Book of Opera, *Victor Record Co.*, $1.00
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Short History of Natural Science, *Fisher*, $2.00
Nature's Miracles (3 volumes), *Gray*, $.60 each
Nature Study and Life, *Hodge*, $1.60
Nature Study, *Holtz*, $1.50
Natural History, *Hooker*, $.90
American Natural History, *Hornaday*, $4.00
Home Aquarium and How to Care for It, *Smith*, $2.00
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Bible Study for Personal Growth, *Mott*, $.10
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How to Use the Morning Quiet Time, *Wilder*, $.10
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Meaning of Faith, *Fosdick*, $1.00
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Young Man's Questions, *Speer*, $1.00
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The Way, *Pepper*, $.40
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Complete Photographer, *Bayley*, $3.50

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Practical Pocket-Book of Photography, *Vogel—Conrad*, $1.00

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Handbook of Sanitation, *Price*, $1.50
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Home Care of the Sick, *Pope*, $1.50
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Growth and Education, *Tyler*, $1.50
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Some Modern Facts About Alcoholic Drinks, *Translau*, $.05
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Book of Psalms, *Bible*, $.50
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Book of Ruth, *Bible*, $.25

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Dame Curtsey, *Glover*, $.60
Bright Ideas for Entertaining, *Linscott*, $.50
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Official Handbook of the Athletic League of the Y. M. C. A., *Association Press*, $.10

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Psychology of Childhood, *Tracy—Stimpfl*, $1.28
Brain and Personality, *Thomson*, $1.35
Mind in the Making, *Swift*, $1.50
Child Problems, *Mangold*, $1.25
Psychology, *McDougall*, $.60
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The Child, *Chamberlain*, $2.00
Story of the Mind, *Baldwin*, $.50
Talks to Teachers on Psychology and to Students on Some of Life's Ideals, *James*, $.50
Psycho-Analytic Method, *Pfister*, $4.00

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How to Speak Effectively without Notes, *Speer*, $.20
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Real Business of Living, *Tufts*, $1.50
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Education in Religion and Morals, *Coe*, $1.50
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Child for Christ, *McKinney*, $.60
Religious Education in the Family, *Cope*, $1.25
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Starting to Teach, *Foster*, $.40
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Teaching of Bible Classes, *See-Murray*, $.75
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From Youth into Manhood, *Hall*, $.60
Developing into Manhood, *Hall*, $.25
Friend or Enemy, *Exner*, $.10
Truths, *Lowrey*, $.55
Life's Beginnings, *Hall*, $.25
Almost a Man, *Wood Allen*, $.55
Confidential Talks with Young Men, *Sperry*, $.75
Reproduction and Sexual Hygiene, *Hall*, $.90
Engagement and Marriage, *Cocks*, $.25
Physician's Answer, *Exner*, $.15

Problems and Principles of Sex Education, *Exner*, $.15
Rational Sex Life for Men, *Exner*, $.60
Nurse and the Knight, *McCowan*, $.10
John's Vacation, *Hall*, $.20
Life's Clinic, *Hooker*, $.40
Keeping in Condition, *Moore*, $.75
Suggested Methods for Instruction in Sexual Hygiene, *Seerley*, $.20
U. S. Boys Working Reserve Pamphlets, Free
Keeping Fit—No. 1
Sex Education in Schools
Keeping Fit Exhibition—No. 45
Why Should High School and Colleges Provide Sex Instruction —No. 10

Sociology

Youth and the Nation, *Moore*, $1.25
Punishment and Reformation, *Wines*, $2.00
New Democracy, *Weyl*, $2.00
Laws of Imitation, *Tarde*, $3.50
Changing America, *Ross*, $1.25
How the Other Half Lives, *Riis*, $1.50
The Spirit of Social Work, *Devine*, $1.00
The Spirit of Youth and the City Streets, *Addams*, $1.25

Swimming (See also page 179)

Swimming, *Brewster*, $1.15
At Home in the Water, *Corsan*, $1.00
How to Swim, *Dalton*, $1.00
Life Saving, *Goss*, $1.00
Intercollegiate Swimming Guide, *Spaulding*, $.10

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Electric Waves, *Hertz*, $2.50
Wireless Telegraphy and Telephony, *White*, $1.00
Wireless Telegraphy and Hertzian Waves, *Bottone*, $1.00
Manual of Wireless Telegraphy and Telephony, *Collins*, $1.50
Telegraphy, *Herbert*, $3.50
Elementary Telegraphy, *Pendry*, $1.00
The Storage Battery, *Treadwell*, $1.75

CHAPTER XVIII

A COMPLETE LIST OF PRACTICAL TALKS

SECTION 1. TALKS IN ORDER OF THEIR APPEARANCE
SECTION 2. TALKS ARRANGED IN SEQUENCE

Throughout this entire Program a rather large place has been given to practical, inspirational, and educational talks, in order to present to all groups in an exact and graded way much important information that is not now being given by either the home, the church, or the school. The topics have been carefully chosen and have been arranged in sequence covering nearly every major subject in the Program. To be sure, one single talk divorced entirely from all others, will have a very positive and practical value. At the same time, to the boy who is fortunate enough to go through the entire Program from beginning to end, each talk through the entire six years of work has a very definite relation to every other one, and together, both by groups and as a whole, they quite completely cover the main headings of the Program. Great care has been taken to offer enough suitable alternates under each heading so that the talk chosen will fit the exact needs of the type of boy being talked to, for example, the city, the rural, and the employed boy.

In this chapter, for the benefit of the *Leaders'* ready reference, the subjects are offered first in order as they appear in the actual Program and second in the order of their sequence, so that the *Leader* may the better appreciate the relation of one year's work to another. It has seemed wise to place the reference material after the topics as they appear in sequence. No effort has been made at this time to prepare specific outlines for these talks—such outlines may appear later as supplementary matter—nor has any attempt been made to supply exhaustive references, although an ample bibliography has been provided for each topic. If additional or other information is desired, consult your public librarian or use any standard library index or magazine guide.

SECTION I

PRACTICAL TALKS IN THE ORDER OF THEIR APPEARANCE IN THE PROGRAM

First Year's Work

SCHOOL
The Real Value of an Education

HEALTH EDUCATION
How to Build a Strong Body

NATURE INTERESTS
God's Great Out-of-Doors

OBSERVATIONS AND COLLECTIONS
Learning to Observe

EDUCATIONAL TALKS AND TRIPS
Early History of Your Locality

PHYSICAL HABITS AND APPEARANCE
The Value of Good Habits

CAMPCRAFT
How and What to Eat on Hikes

OBSERVING VOCATIONS
The World as a Workshop

Second Year's Work

SCHOOL
Why Go to High School, or
The Value of an Education to the Boy Who Expects to Live on a Farm

HEALTH EDUCATION
How to Eat, When to Eat, and What to Eat

NATURE INTERESTS
The History of Fire and How to Make Fire with Rubbing Sticks

HANDICRAFT
The Evolution of Tools from Primitive to Modern Times

Observation and Collections
Observing God's Signboards

Educational Talks and Trips
Wireless, the Telephone, Aviation, or Other Modern Mechanical Operation

Physical Habits and Appearance
Authoritative Physical Effects of Tobacco

Campcraft
Practical Campcraft for Boys

Observing Vocations
Testing the Success of a Man's Life-Work

Third Year's Work

School
Education and Personality, or
Does an Education Make the Farmer a Better Citizen?

Health Education
How We Grow

Nature Interests
Our Forests and Their Protection

Handicraft
From the Apprentice System to the Age of Machinery, or
The Effect of Machinery on Production

Physical Habits and Appearance
Some Modern Facts about Alcoholic Drinks

Campcraft
Things to Remember in Choosing a Camp-Site, or
The Dangers of Camping

Citizenship
A State's Duty to its Citizens

Observing Vocations
Drifting or Rowing (into a Life-Work)

SECTION 2

TALKS ARRANGED IN ORDER OF THEIR SEQUENCE, WITH BIBLIOGRAPHY

School

First Year's Work:

THE REAL VALUE OF AN EDUCATION

Making Life Worth While, *Fisher.*
Education, *Thorndyke.*
College and the Man, *Jordan.*
Growth and Education, *Tyler.*
Winning Out (Chapter 32), *Marden.*

Second Year's Work:

WHY GO TO HIGH SCHOOL

Story of the Mind, *Baldwin.*
Mind in the Making, *Swift.*
Winning Out (Chapter 32), *Marden.*

Alternate:

THE VALUE OF AN EDUCATION TO THE BOY WHO EXPECTS TO LIVE ON A FARM

Does It Pay? Vol. I, Page 27, *Rural Manhood.*
Agricultural Education Bibliography, Vol. I, Page 32, *Rural Manhood.*
The Need for Agricultural Education, Vol. II, Page 31, *Rural Manhood.*

Third Year's Work:

EDUCATION AND PERSONALITY

Brain and Personality, *Thompson.*

Alternate:

DOES AN EDUCATION MAKE THE FARMER A BETTER CITIZEN?

Education a Paying Investment, *Dickenson.*
Talks with Great Workers, *Marden.*
How They Succeeded, *Marden.*
Need for Agricultural Education, Vol. II, Page 31, *Rural Manhood.*
Training for Scientific Agriculture, Vol. I, page 6, *Rural Manhood.*

Health Education

First Year's Work:

How to Build a Strong Body
How to Live, *Fisher—Fisk.*
Body Builder, *Brink.*
Care of the Body, *Woodworth.*
The Body and Its Defenses, *Jewett.*

Second Year's Work:

How to Eat, When to Eat, and What to Eat
Reference: Health Habits, *O'Shea—Kellogg.*
Food Inspection and Analysis, *Leach.*
Exercise and Health, *Hutchinson.*
Care of the Body, *Woodworth.*

Third Year's Work:

How We Grow (When to Sleep, Where to Sleep, and How Much to Sleep)
Health Habits, *O'Shea—Kellogg.*
How to Live, *Fisher—Fisk.*
Personal Hygiene, *Woodhull.*
Care of the Body, *Woodworth.*

Nature Interests

First Year's Work:

God's Great Out-of-Doors
In God's Great Out-of-Doors, *Quayle.*
Nature's Craftsmen, *McCook.*
Sunday Talks on Nature Topics, *Jordan.*
On the Manuscripts of God, *Sherman.*

Second Year's Work:

The History of Fire and How to Make Fire with Rubbing Sticks
Around the Fire (Chapter 1), *Burr.*
Indians in the Rockies, *Schurtz.*

Third Year's Work:

Our Forests and Their Protection
The Boy Scout Trail Blazers, *Cheley.*

Story of the Trees, *Dyson.*
North American Forests and Forestry, *Bruncken.*

Observations and Collections

First Year's Work:

LEARNING TO OBSERVE
Aspects of Child Life—Education (Pages 205–239), *C. F. Burk.*
Boy Scouts' Hike Book (Page 197), *Cave.*
Child Study and Child Training (Chapter 8), *Forbush.*

Second Year's Work:

OBSERVING GOD'S SIGNBOARDS
In God's Out-of-Doors, *Quayle.*
Nature's Craftsmen, *McCook.*
On the Manuscripts of God, *Sherman.*

Third Year's Work:
(No Talk offered in the Third Year.)

Educational Talks and Trips

First Year's Work:

EARLY HISTORY OF YOUR LOCALITY
See State and County Histories, or
Records of local Historical Society.

Second Year's Work:

WIRELESS, THE TELEPHONE, AVIATION, OTHER MODERN MECHANICAL OPERATIONS
See mechanical books in any library or use encyclopaedias.

Third Year's Work:
(No Talk offered in the Third Year.)

Physical Habits and Appearance

First Year's Work:

THE VALUE OF GOOD HABITS
Life Questions of Schoolboys, *Jenks.*
Call for Character, *Bosworth.*
Rational Living, *King.*
Habit, *James.*

Second Year's Work:

AUTHORITATIVE PHYSICAL EFFECTS OF TOBACCO

Physical Effects of Smoking, *Fisher—Berry.*
Injury of Tobacco, *Towne.*
Tobacco, *Fink.*

Third Year's Work:

SOME MODERN FACTS ABOUT ALCOHOLIC DRINKS

Drink and Be Sober, *Thompson.*

Campcraft

First Year's Work:

HOW AND WHAT TO EAT ON HIKES

Camping for Boys, *Gibson.*
Boy Scout Hike Book, *Cave.*
Camping and Camp Cooking, *Bates.*

Second Year's Work:

PRACTICAL CAMPCRAFT FOR BOYS

Camping for Boys, *Gibson.*
Boy Scout Camp Book, *Cave.*
Boy Scout Hike Book, *Cave.*
Manual of Woodcraft and Camping, *Seton.*

Third Year's Work:

THINGS TO REMEMBER IN CHOOSING A CAMP-SITE

Camping for Boys, *Gibson.*
Boy Scout Camp Book, *Cave.*
Manual of Camping and Woodcraft, *Kephart.*

Alternate:

THE BENEFITS OF CAMPING

Manual of Camping and Woodcraft, *Kephart.*
Woodcraft Manual, *Seton.*
Boy Scout Camp Book, *Cave.*
Boy Scout Manual.

Observing Vocations

First Year's Work:

THE WORLD AS A WORKSHOP

Occupations (Part II, Chapters IV–XIII), *Gowin—Wheatley.*
Profitable Vocations for Boys (Chapters X–XLIII), *Weaver-Byler.*

Starting in Life, *Fowler.*
Vocational Guidance for the Professions, *Brewster.*
Vocations, 10 Vols., *W. D. Hyde, Ed.*
What Can a Young Man Do? (Chapters III–LIV), *Rollins.*
The Youth and the Nation (Chapters VII–XI), *Moore.*

Second Year's Work:

Testing the Success of a Man's Life-Work
Making Life Count (Chapters I–III), *Foster.*
The Young Man and His Vocation (Chapter XXVIII), *Harris.*
Occupations (Part III, Chapter XVI), *Gowin—Wheatley.*
The Keys to Success, *Bok.*
The Boy: How to Help Him Succeed, *Fowler.*

Third Year's Work:

Drifting or Rowing (into a Life-Work)
Occupations (Part I, Chapters I–III), *Gowin—Wheatley.*
Profitable Vocations for Boys (Chapters I–III, IX), *Weaver-Byler.*
The Young Man and His Vocation (Chapter XVIII), *F. S. Harris.*
The Vocational Guidance of Youth (Chapters I, II), *Bloomfield.*
Youth, School, and Vocation (Chapters I–II), *Bloomfield.*

APPENDIX

HISTORICAL STATEMENT

EDGAR M. ROBINSON

Senior Secretary of Boys' Work Division, International Committee of Young Men's Christian Associations

One of the outstanding characteristics in the organization of the Young Men's Christian Association has been the emphasis placed upon the local autonomy and independence of each individual Association.

The supervising committees have been created by the local Associations in convention assembled, and continued to operate under the instruction of such conventions. This complete liberty and responsibility of each local unit has had much to do with the development of the almost endless varieties of Association effort. No set pattern or program has been handed down from a central authority, but the fundamental ideals of the Association have been preserved, notwithstanding this. While the Association movement as a whole has lacked uniformity, it has not lacked unity.

To introduce a standardized, graded program into an organization with such history and traditions would be quite impossible, were it not for the almost unanimous consciousness of need and desire for something of this kind. Local Associations which were acutely conscious of how "peculiar" their fields were, and how much they differed from other Association fields, also became increasingly conscious of the number of problems that were identical in every field. While Associations justly resent any movement which would tend to deprive them of their individuality, they eagerly welcome any plan which is the result of "pooled" experience and which helps them in *their common problems.*

Many years ago it was found, through physical department activities, that boys took pride in their records of achievement and would work diligently to measure up to some set standard or requirement in order to receive the recognition. Gradually

this idea of giving boys credits, or points, or counts, was introduced into other activities beside the physical. Long before the year 1908 such credits were being given by various Associations in varying ways. One of the most elaborate of these local plans, however, was printed in *Association Boys* in 1908 under the title of "The Tuxis System," which was devised by Harvey L. Smith, then Boys' Work Secretary in the Bedford Branch, Brooklyn. Part of this plan had been operated by Mr. Smith in his previous secretaryships in New Haven and Providence. Valuable contributions in this direction were also made by John L. Alexander, as Boys' Work Secretary in Philadelphia, and later as Superintendent of the Secondary Division of the International Sunday School Association, M. D. Crackel, Boys' Work Secretary of Cleveland, and a number of others.

The idea of charting a boy with reference to the activities in which he was undeveloped or over-developed, probably originated with Walter M. Wood, General Secretary of Philadelphia, while the charting plan seems to have been first adequately developed by Taylor Statten, National Boys' Work Secretary of Canada. So many men at different times have contributed different items, it is impossible to record the credit that is due to each one.

So rapidly did this general idea spread and develop, the National Council of Canada began to correlate the efforts and developed a system of tests in 1912 under the name of the "Canadian Standard Efficiency Tests."

Shortly after this the Association of Boys' Work Secretaries of North America appointed a special committee to develop a somewhat similar program for general use in the United States, and some valuable work was done. In May, 1916, the International Committee was requested to become responsible for the development of this program, the National Council of Canada having graciously granted the Committee the use of any of its copyrighted material in connection with the Canadian tests.

A committee of fifteen was called together, representing the Religious Education Association, the Federal Council of Churches of Christ in America, the International Sunday School Association, the Sunday School Council of Evangelical Denominations, and the International Committee of Young Men's

Christian Associations, to discover if an American Standard Program for boys could be jointly developed and promoted. The American Standard Program as then developed was offered to this committee by the International Committee of Young Men's Christian Associations, with the hope that each of the other bodies would make similar contribution to a joint program.

Several meetings of this Commission were held, but a number of difficulties presented themselves which prevented unanimous and joint action, so on September 28, 1917, the following resolution was passed:

> Whereas the Commission on Religious Education of the Religious Education Association is engaged upon an investigation similar to that undertaken by the Commission on the Standard Program of Boys' Work, therefore, be it resolved that the Commission suspend operation for the present. Second, that the Chairman of the Commission be authorized to convene the Commission at any convenient time, upon the request of the representatives of any constituent body. Third, that pending definite action by the Commission, each constituent body will be at liberty to conduct independent investigation and experimentation in its direction.

Following this resolution, the International Committee again resumed its work with the program and printed a second proof edition in which the form of the material was changed while the content remained the same.

A thorough revision was then undertaken by members of the International Boys' Work Staff and by scores of State and Local Boys' Work Secretaries and others. Through correspondence and by conferences, gradually there was built up an elaborate program, which was submitted to a general conference of Association men in Atlantic City in December, 1918, and to a conference of boys' work men in Chicago the same month. Still further revisions resulted. Dr. Sidney A. Weston and Professor E. P. St. John gave much valuable time and many helpful suggestions, especially in connection with parts of the program for Comrades, in adapting the material for use with the Sunday school program for boys of this age. Other recognized leaders in the field of religious education had already been consulted, and had given helpful and constructive criticism. The program as it

stands today is the product of many men of recognized ability and experience.

With the full consciousness that any program of this character must be tested out in the laboratory of experience, and that as large volumes of experience are pooled changes, additions, and modifications of the program may seem wise from time to time, nevertheless this program is recommended in its present form by men who have given careful thought to the matter and who have had years of experience in practical boys' work, and by men of recognized ability in the field of religious education, as the best all-round graded program of religious education yet devised for boys, and it is hoped that it will be found sufficiently rigid and yet sufficiently elastic to constitute the minimum program which will be used and recommended by the Young Men's Christian Associations and other organizations which desire it throughout the country.

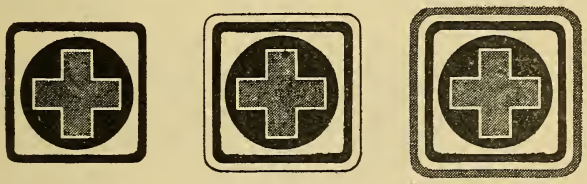
INSIGNIA AND REGISTRATION

Classes of Insignia

A very simple insignia has been devised for the entire Program. It may or may not be used, just as the individual group may determine. Every effort has been made to make it inexpensive, yet effective and attractive.

Regulation Pins and Watch Fobs

The regulation pins and watch fobs may be obtained in a variety of types and sizes; for the official design see illustration. (Price list furnished upon application.)



PIONEERS COMRADES LEADERS

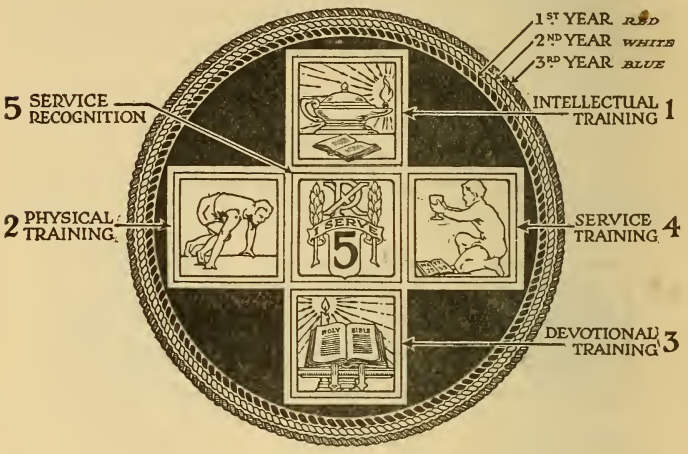
These pins have been designed to show simply that the wearer is actually identified with the all-round Program of development and to show which particular group of the Program he is taking. The *Leader's* pin for both Pioneer and Comrade groups is the same.

The Sweater Emblem

A more elaborate emblem has been devised for the sweater. (See the complete emblem in the illustration.)

The Swiss cross is chosen as the symbol of fourfold development. The circle suggests complete living. Each arm of the cross is taken to represent one phase of development: top (No. 1), the Intellectual Training Program; left (No. 2), the Physical Training Program; lower (No. 3), the Devotional Training Program; right (No. 4), the Service Training Program. An

emblem suggestive of each side of the program has been devised and may be earned by the boy in any one of three colors, red, white, or blue. If the boy averages fifty per cent or below in any one of the standards at his initial charting interview, he must wear a *red* emblem, but if he averages above fifty per cent and under seventy-five per cent, he must wear a *white* emblem. If,



on the other hand, his average in any one of the four standards is above seventy-five per cent as shown by the interview, he is entitled to wear the *blue* emblem; thus his built-up insignia shows his standing.

Both PIONEERS and COMRADES have three one-year programs of activity. The silk cords (see illustration) about the basic circle of the insignia are to represent these years of work. A boy taking the first year's work in either group will add the first or red cord; when he passes into the second year's work, he will add the second, or white cord; when he passes into the third year's work, he will add the third or blue cord. Likewise if he *enters* the group program when the group is using the second year's tests, he will wear on his insignia only the white cord instead of the red and white, or in the third year, only the blue cord, instead of the red, white, and blue.

The Service Recognition Insignia

The very soul of the Program is service, consequently the center of the insignia is reserved for the *Service Recognition* numerals. (For full explanation of the Service Recognition plan see Chapter VI, this manual.)

The Service Recognition emblems are made bearing heavy numerals. The numeral worn by any boy shows the total number of Service Recognitions that he has been awarded, without regard to the particular type of service rendered. This method is used to overcome the undesirability of *rewarding* in any way for service. As the boy develops the service side of his life to the maximum, he changes the numeral from 1 up to a possible 6. The *Leader* of a group should have on hand a supply of Service Recognition emblems of the various numerals so that the changes may be made quickly either by exchange or by supplying additional emblems.

Difference of Insignia for Pioneers and Comrades.

The only difference between the insignia for PIONEERS and COMRADES is that the basic circle used in PIONEER insignia is black in color, while the basic circle for the COMRADES is tan in color. Each boy should be encouraged to keep all pieces of insignia earned, dating each piece, but should wear only such as show the result of his latest interview and charting.

A Suggestive Group Insignia

It will be easily understood how in exactly the same way an accurate insignia for any group may be built up, showing the Intellectual, Physical, Devotional, and Service standing of the group as a whole. The *Service Recognition* numeral of the group would then, of course, be the total of the individual Service Recognition numerals of all members of the group. A new group insignia should be made each year, following the annual charting of all members in order to bring it strictly up to date. Special group insignia of a large size can be secured from Association Press, 347 Madison Avenue, New York City. Price upon application. Such an all-round development pennant would be very valuable for conferences, camp, conventions, and the like, and

its proper display would greatly stimulate the use of the Program by other groups.

Other Insignia

In addition to the regular official insignia a group may adopt for local use any additional uniform or insignia—such as colored caps, sweaters, and so forth—that it cares to.

Local Organization and Administration

It should be constantly borne in mind that this entire plan of graded material is essentially a *program* and not a new organization for boys. Consequently, the organization and administrative features have been kept as simple as possible; every stumbling block and obstacle to local initiative and control has been eliminated; on the other hand, if national recognition is to be given, the national awards and insignia must be reasonably protected. The following very simple plan has been devised for present use. What the future may hold no one can at this time determine.

Creating a Local Cooperative Committee

For the time being, pending possible revisions or new cooperative relationships, a local Cooperative Committee shall be composed of at least three men, officially designated from and adequately representing the Christian churches and interests (including the Young Men's Christian Association).

(Where there is no local Y. M. C. A., a representative of the County or State Committee should be made a member of this local committee.)

This committee shall apply for official registration at the nearest of the regional offices named below. The fee for registering each local Cooperative Committee is one dollar.

The following are the present regional offices of the International Committee:

Eastern. International Boys' Division, 347 Madison Avenue, New York, N. Y.

Central. International Boys' Division, Room 1500, 19 South La Salle Street, Chicago, Ill.

WESTERN. International Boys' Division, 229 Association Building, Denver, Colo.

SOUTHERN. International Boys' Division, 1610 Candler Building, Atlanta, Ga.

Registering Leaders

Leaders can only be registered through a local *Cooperative Committee.*

The local *Cooperative Committee* shall forward to the nearest regional office of the International Committee a properly filled out *Leader's* Registration Blank, and the sum of one dollar for each *Leader* it registers, to cover costs of registration.

The registration of *Leaders* shall be for the calendar year only, a re-registration of all *Leaders* being required each year.

Securing Insignia

National insignia may be secured from Association Press, 347 Madison Avenue, New York City, or from any one of its official repositories (cash with order—price list and information upon application) upon the presentation of suitable identification as a registered *Leader.* (Printed order blanks and identification slips will be supplied each local Cooperative Committee upon registration.)

Cooperation with State Committees

The regional offices shall file with each state office early record of all registrations of local Cooperative Committees and *Leaders* within their several states, and such other facts and information as may be valuable to any given state in adequately promoting the best interests of the Program.

How to Organize Locally

Create a local Cooperative Committee. Get in touch personally or by correspondence with your local or nearest supervisory office of the Y. M. C. A. (see list of state offices below) and request that a representative meet with your newly created committee to talk over the whole matter of organization and promotion. This representative will come prepared to explain fully the Program and its objectives.

Next, select the *Leaders* for the various groups that are to use the Program and register them at the nearest regional office upon regular *Leader's* Registration Blanks that will be supplied upon request.

Next, take steps, under the direction of the Y. M. C. A. representative or other qualified party, to train adequately your registered *Leaders*. Not only the content but the objects and purposes of the Program should be well understood by each *Leader* before he attempts to use it with a group of boys. This training will, of course, include a thorough reading of both the boys' handbook and the Leader's manual to be used. If you have questions or wish further information that you cannot get locally, write either your state or regional office. Bulletins and printed matter, bearing on the Program, also order blanks for supplies, samples of various records, etc., will be mailed each *Leader* upon registration.

Too great stress cannot be laid upon the absolute necessity of adequately training leadership. Under all circumstances avoid beginning the Program with any group for which you cannot supply a reasonably trained *Leader*. Avoid widespread promotion for which you are not prepared. The Program is not a new collection of entertaining stunts but a program of character building, dealing with the fundamentals of boy life. Plan carefully and thoroughly. Hasty and superficial organization means ultimate failure. Seek counsel. Study the manuals. Then proceed, determined to succeed.

State Committees of Young Men's Christian Associations

(Address correspondence to Boys' Division)

Alabama	526 North 20th Street, Birmingham
Arizona	711 Caples Bldg., El Paso, Texas
Arkansas	603 A. O. U. W. Bldg., Little Rock
California	325 First Nat'l Bank Bldg., San Francisco
Colorado	25 East 16th Avenue, Denver
Connecticut	177 Church Street, New Haven
Delaware	20 West Franklin Street, Baltimore, Md.
District of Col.	20 West Franklin Street, Baltimore, Md.
Florida	Y. M. C. A., Jacksonville

Georgia	1602 Candler Bldg., Atlanta
Idaho	195 Sixth Street, Portland, Ore.
Illinois	19 South La Salle Street, Chicago
Indiana	617 Majestic Bldg., Indianapolis
Iowa	807 S. and L. Bldg., Des Moines
Kansas	613 New England Bldg., Topeka
Kentucky	221 West Broadway, Louisville
Louisiana	509 Maison-Blanche Annex, New Orleans
Maine	Savings Bank Bldg., Waterville
Maryland	20 West Franklin Street, Baltimore
Massachusetts	167 Tremont Street, Boston
Michigan	Adams Avenue and Witherell Street, Detroit
Minnesota	30 South Ninth Street, Minneapolis
Mississippi	Daniels Bldg., Jackson
Missouri	114 North Seventh Street, St. Louis
Montana	27 Babcock Theater Bldg., Billings
Nebraska	951 Omaha Nat'l Bank Bldg., Omaha
New Hampshire	39 North Main Street, Concord
New Jersey	Room 1006, 671 Broad Street, Newark
New Mexico	711 Caples Bldg., El Paso, Texas
New York	2 West 45th Street, New York
North Carolina	350 South Tryon Street, Charlotte
North Dakota	Roberts Street and First Avenue, Fargo
Ohio	36 South Third Street, Columbus
Oklahoma	Patterson Bldg., Oklahoma City
Oregon	195 Sixth Street, Portland
Pennsylvania	408 Calder Bldg., Harrisburg
Rhode Island	167 Tremont Street, Boston, Mass.
South Carolina	122 Sumter Street, Columbia
South Dakota	305 Boyce-Greeley Block, Sioux Falls
Tennessee	226 Seventh Avenue, North, Nashville
Texas	611 Sumter Bldg., Dallas
Western Texas	711 Caples Bldg., El Paso
Vermont	171 College Street, Burlington
Virginia	Chamber of Commerce Bldg., Richmond
Washington	Fourth Avenue and Madison Street, Seattle
West Virginia	1406 G Street, N. W., Washington, D. C.
Wisconsin	147 Fourth Street, Milwaukee
Hawaii	Y. M. C. A., Honolulu

LEADER'S REGISTRATION BLANK

Name_____ Age_____

City or Town_____

Home Address_____

Occupation_____

State briefly former boys' work experience: _____

_____

_____

What study or training for boys' work have you previously had?

_____

_____

Have you had specific training for this Program?_____

What?_____

By whom taught?_____

Have you carefully read the Handbook and Manual?_____

_____

To what local institution is the proposed group of boys attached?

Church_____

Y. M. C. A._____

Club _____

_____

Of what Christian denomination are you a member?_____

Name of church?_____

Number of boys in proposed group?_____ Average age?_____

Is your group an old organization now proposing to use the Program?

_____

Is your group a new organization beginning an all-round program for the first time?_____

_____

(Signature of applicant)

(Certification by Local Committee, attached to Leader's Registration Blank.)

To the Regional Office, (Address)_____
International Committee
Young Men's Christian Association.

We hereby request your office to issue Registered *Leader's* Certificate to Mr._____, who, in our judgment has the capacity and training necessary to successfully organize and administer this all-round program of character-building with a group of boys.

If this application is accepted, we, a regularly organized and registered local Cooperative Committee, agree to give Mr._____ _____'s group our best support and counsel in the development and expansion of the program to the end that his boys may be led into a definite plan of all-round Christian living.

Signed by_____

For (Name of State)_____Committee No._____

Date_____

Received_____ By_____

Registered Certificate No._____issued_____(date)_____

Memoranda filed with (State) Office_____(date)_____

Information packet, sample forms, etc., mailed_____(date)_____

COOPERATIVE COMMITTEE REGISTRATION BLANK

To the Regional Office, (Address of regional office)
International Committee
Young Men's Christian Association.

Gentlemen:

We, the undersigned, representing the various Christian churches and interests of request that we be registered as an official local Cooperative Committee and authorized to:

1. Organize and promote the Program of Christian Citizenship Training in this locality.
2. Enlist and train prospective *Leaders* for groups.
3. Accept and submit for registration local *Leaders*.
4. Issue and supply, to such registered *Leaders*, national insignia, supplies, and service recognitions.
5. Issue and sell to the general public manuals, handbooks, and general promotion literature as it may develop.

It is clearly understood by us that this Program is especially designed for use of any party interested in bringing about the all-round Christian development of boys and will be administered by us with that end in view.

We agree to:

1. Annually submit a simple report of facts and figures on progress made (blank to be supplied).
2. Adapt local organization and control so as to best meet the boy needs of the whole community.
3. Select, inspire, and register likely *Leaders* of groups.
4. Promote or aid in formulating adequate plans to train sufficient leadership for the natural growth of the Program in the locality.

Signed:

Mr._____Representing_____
Mr._____Representing_____
Mr._____Representing_____

(Place additional names on back of this page.)

Correspondence and business matters with this Committee to be taken up with: _____Name
_____Address

Received_____(date)_____ By_____
Registration Certificate No._____issued_____(date)_____
Memoranda filed with____(State)____Office____(date)_____
Information packet, sample forms, order blanks, etc., mailed_____

STANDARD PHYSICAL EXAMINATION BLANK

Name _____

Address _____ School / Firm _____

Father's Name _____ Business Address _____ Phone _____

Family Health _____

PERSONAL HISTORY

Diseases and Accidents _____

General Health _____

Hours of Sleep _____ Tobacco _____

Physical Activities Practiced _____

_____

Remarks:

_____

Physical Director

Date	19	19	19	Eyes	
Age				Teeth	
Weight				Throat	
Height				Ears	
Inspection				Circulation	
Posture	Shoulders			Heart	
	Scapulæ			Blood Vessels	
	Thorax			Normal Pulse	After Ex. 20 Squats
	Spine			Respiration	
	Legs			Condition of Lungs	
	Feet			Type of Respiration	
Skin				Generative Organs	
Musculature				Phimosis	
				Varicocele	
				Hernia	

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Examiner

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